**COVID Catch-Up Premium Plan**

**Allesley Primary School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary Information** | | |  |  |  |
| **School** | Allesley Primary School | | Dates of Funding | Payment Amount | Number of Pupils |
| **Academic Year** | 2020/2021  2021/2022 | **Total Catch-Up Premium** | September – December 2020  January – March 2021  April – July 2021  Autumn Term 2021  Spring Term 2022 | £7,760  £9,880  £12,600  £1,341.25  £1,341.25 | 388 pupils @ £80pp  378 pupils @ £80pp  378 pupils @ £80pp  37 pupils @ £145pp  37 pupils @ £145pp |

|  |  |
| --- | --- |
| Guidance | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.  Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations.  This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.  The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.  A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.  Funding for 2021 – 2022 is TBC. This long-term provision should be looked at alongside AHPS SEF, Sports Premium Strategy and our Pupil Premium Strategy.  <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium> | |
| Use of Funds | EEF |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this doc | The EEF advises the following:  Teaching and whole school strategies  ⮚ Supporting great teaching  ⮚ Pupil assessment and feedback  ⮚ Transition support  Targeted approaches  ⮚ One to one and small group tuition  ⮚ Intervention programmes  ⮚ Extended school time  Wider strategies  ⮚ Supporting parent and carers  ⮚ Access to technology  ⮚ Summer support |

|  |  |
| --- | --- |
| Identified Impact of Lockdown | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| **English** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. |
| **Reading** | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. |
| **Non-Core** | There are now gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. |
| **Emotional Wellbeing** | Some children have struggled without structure and interaction with their peers during lockdown. Support is needed to support with emotional regulation, wellbeing and confidence in accessing learning. Some children have experienced adverse childhood experiences such as bereavement and loss. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Desired Outcome** | **Chosen Action/Approach** **and Anticipated Cost** | **Impact (once reviewed)** | **Staff Lead** | **Review Date** |
| 1. **Teaching and Whole School Strategies** | | | | |
| **Supporting great teaching:**  The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.  Remote learning provision gives immediate access to learning with effective feedback.  **Teaching assessment and feedback**  Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.  Remote learning effective feedback | Additional time for teachers to research and plan noncore subjects.  CPD time given to support development of remote learning to ensure swift transition and support in case of whole class or individual isolation 14 days.    Knowledge and Skills gap analysis and moderation both within school and in the network to ensure rigour behind internal assessments.  Additional time allocated to support this ½ a day per term  14 days apportionment of teacher salaries £2,886  Purchase of NFER Assessment materials to allow robust and measurable assessments. Consistent whole school approach to measure assessments and on-going pupil improvement.  3 Terms of Assesssment Materials for Years 1 – 6 £2,527.82 | Additional time has developed the quality of provision and teachers CPD (linked time to outdoor adventure spend)  Continue with staff CPD and time to ensure high quality provision 2021 2022  Training for teachers in using fft Aspire  Secure assessments made on the children’s return  Moderation of writing from Years 1 -6  Regular PPM with teachers  Continue 2021 -2022  14 days apportionment of teacher salaries £2886 | SLT  Assessment Leader  English Leaders  SLT  Phase Leaders | Ongoing  Termly |
| **Transition support**  Children who are joining school from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive. | A virtual tour of our Early Years is created and shared with all new-starters.  New booklets to support transition.  Any new starters to other year groups where given a tour after school with the HT. | Continue in year and end of year transition work | LH  School Mentor  SENDCO | Ongoing |
| **(ii) Targeted Approach** | | | | |
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff Lead | Review Date? |
| Targeted subsidised tutoring sessions through the National Tutoring Programme using approved partner Connex Education Partnership.  Groups of up to 3 children Year 6 and Year 4???? Up to 15 hours tutoring per child. Maths and English.  Access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. [Evidence](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/) shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. | Cost £9,157.59 (Tutoring sessions between May 2021 – July 2021) |  |  |  |
| Non classroom Based teacher to deliver targeted interventions to identified groups of children across years 3 to 5. | 5 days per week for Summer Term 2021 and half of autumn term 2021  Salary apportionment £10,000 |  |  |  |
| 1-to-1 and small group tuition Children identified for specific maths and English intervention, such as Catch-Up Maths, supports those identified children in reinforcing their understanding of basic maths skills and application of number.  Emotional well-being intervention programme Identified children who have experienced adverse childhood experiences such as bereavement and loss Resources for children to support emotional regulation in class | 1 day a week small group intervention by experienced teachers  Tutoring targeted to maths 15 weeks x 1day  (£3092 apportionment of teaching salary)  Counselling 1:1 and small group intervention. Children to have increased levels of emotional confidence and stability  (£5,500 to date ongoing at £250 per week)  Extra SEN manipulatives to support children with emotional regulation in class  Extra time out of class for our school mentor to deliver 1:1 support for children across school | PPM held with teachers and new teachers to support transition | LH | Half Termly  Weekly |
| Intervention Programme  Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. | Whole School Phonics Training  (£300)  English Leaders to train staff to support guided reading from Year 1 to Year 6 | Ongoing – investment in floppy’s phonics scheme to support early reading | RD | Autumn 2021 |
| **Emotional wellbeing and physical activity**  After January 2021 lockdown fitness levels declined for many children. | Fortnightly Yoga sessions for all children across the school. | Children to develop a range of relaxing techniques to support their wellbeing | MK | Autumn 2021 |
| **Extended school time**  Weekly Booster sessions have been arranged to begin in the Autumn term 2022 for year 6 with a focus on English and Maths and this will be led by our Year 6 teachers and will run twice a week. | Two hours of teachers time twice a week | Review in the Summer Term | EM,RC&RL | Autumn 2021 |
| **(iii) Wider Strategies** |  |  |  |  |
| Supporting parents and carers Children will have greater opportunities to access learning at home.  Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.    Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | Additional online learning resources will be …  Home learning books were provided for all the children so we could track some of the children’s progress. | RL & LE |  | Termly |
| **Access to technology**  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers have computers that are now equipped with pads???? Purchased IPADs allow the teachers to access school-based resources from home.  Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children using the Microsoft 360 platform | Wider technology purchased to support. Webcams purchased across the school to support remote learning (£500) | Teachers have developed their own videos of modelling learning – further develop this 2021 2022 Shared through Microsoft 360 | RL | Review Termly |

|  |  |
| --- | --- |
|  |  |
| Cost paid through Covid Catch Up | £32,922.50 |
| Cost paid through school budget | £3,926.91 |
|  |  |