

# Eagle CP School

## Covid Catch-Up Funding – Planned Expenditure

<u>SUMMARY INFORMATION</u>					
Total number of pupils: <b>72</b> (last census 68)			Amount of catch-up premium received per pupil <b>£80</b>		
Total catch-up premium budget <b>£5,440</b>			Total received to date: <b>£1,400</b>		
<p>More information on the funding can be found at:</p> <ul style="list-style-type: none"> <li>○ <a href="https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium">https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</a></li> <li>○ <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</a></li> </ul>					
<u>STRATEGY STATEMENT</u>					
<p>Covid-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our young children. We also need to be mindful that many pupils have not been in school between March and July 2020 and of the impact that this will have had on both their education, emotional wellbeing and readiness to learn.</p> <p>Many of the children received home schooling and the school provided lessons through core slidedeck lessons, Timestables Rockstars, Prodigy Maths, Topmarks, Read Theory and Oxford Owl during lockdown #1. However, it is important to remember that children, due to home circumstances, will not have received the same quality and quantity of education, consistently and as thoroughly as if they had been in school being taught during this time.</p> <p>Bereavement and anxieties about catching the virus especially is an on-going worry and supporting families with this remains a focus.</p> <p>From March 23<sup>rd</sup> to June 8<sup>th</sup>, school was open to key worker and vulnerable children only and for this period 13.2%, rising to 16.1% of the school population attended.</p> <p>When Nursery, Reception, Year 1 and Year 6 pupils were invited back from June 8<sup>th</sup>, the attendance profile moved to:</p>					
Key Worker	Nursery	Reception	Year 1	Year 6	TOTAL
11 (16%)	4 (6%)	4 (6%)	2 (3%)	3 (4.5%)	24 (35%)

Then we followed with wider opening from the week beginning the July 6<sup>th</sup> to bring on-site attendance to:

Nursery	Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6	TOTAL
11 (16%)	9 (13%)	8 (12%)	11 (16%)	11 (16%)	50 (73.5%)

We offered socially distanced transition days at the end of the academic year to all pupils (including the new Reception class) so that they could meet their new teacher and reconnect with their peers. It was a positive and heart-warming experience and fantastic to see all of the children be able to conclude their disrupted school year.

Upon returning to school in September, we carried out baseline assessments in reading, writing, maths spelling, punctuation and grammar to unpick the identified key priority areas:

- To identify any learning gaps due to COVID-19 school closures and to close the gap
- To raise confidence, self-esteem and resilience of pupils created by COVID-19 school closures
- To reduce the attainment gap between identified children and their peers

Using baseline data and formative assessment during our 'Step-Up to September' recovery response, children have been targeted based on observed gaps. This has been targeted through small group intervention and 1:1 consolidation sessions. Staff have identified children who required additional wellbeing support and additional training was provided to support staff in responding to trauma. Where applicable, referrals have followed for those requiring specialist support.

Additional staff hours have been deployed in Early Years and Year 1 and 2 to support the acceleration of core skills due to numbers of identified SEN. Due to children being indoors and less active during Covid isolation children's health and well-being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life therefore extended PE sessions have been arranged.

During the lockdown, the staff spent time developing every area of the curriculum. Even though we acknowledge that Reading, Writing and Maths need to be a focus to help the children to 'catch up' on their missed learning, we intend to continue to offer a broad and balanced project based curriculum for all of the children.

The September return is done so in line with a comprehensive risk assessment and access adjustments for on-site safety to ensure Covid security. We are also mindful and prepared for a further lockdown, whether it is national or local, as well as class closure for isolation. Therefore a Remote Teaching Contingency Plan has been prepared for these eventualities to set out what we will do as a school under these circumstances.

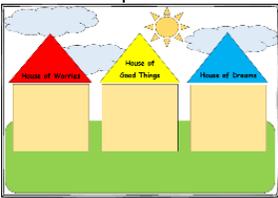
We have also weaved covid-response into the School Development Plan which include English (writing focus), Maths (retention and recall) and RSE, in addition to a specific priority to the Recovery Curriculum and ongoing policy and procedure connected with the post-lockdown response. These focus on the academic recovery, emotional recovery and the well-being and positive mental health of our school community.

## COVID Catch Up Funding

This document will remain fluid throughout the year with additional actions added which reflect the needs of the cohort and the ever-changing measures put in place (e.g. further local/national lockdowns)

### General Information

Autumn 2020	£1,400	Spring 2021	£	Summer 2021	£	Total Funding	£
Aim	The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.						
Condition	<p><u>Which pupils need to access the support?</u> Although funding is received on a per pupil basis, the sum available can be used as a single total to prioritise support. There are no specific requirements for who to spend it on.</p> <p><u>What activities can be provided?</u> The DfE recommends the following:</p> <ul style="list-style-type: none"><li>○ Small group or 1:1 tuition</li><li>○ Extra teaching capacity or booster programmes</li><li>○ Reference to the EEF research</li></ul>						
EEF Research	<ol style="list-style-type: none"><li>1) Supporting Great Teaching (teacher support and CPD)</li><li>2) Pupil Assessment and Feedback (subject specific assessment and high-quality feedback)</li><li>3) Transition Support (planning to ensure an effective start and recognition of return)</li><li>4) 1:1/Small Group Tuition (highly effective with skilled delivery)</li><li>5) Intervention Programmes (typically in literacy and numeracy)</li><li>6) Extended School Time (small positive impact when specific, with positive relationships)</li><li>7) Supporting Parents and Carers (liaison and communication)</li><li>8) Access to Technology (upskilling in use and access to hardware)</li><li>9) <del>Summer Support (to be effective requires specialist teachers and targeting of disadvantaged families)</del></li></ol>						

Intended Outcome	Action	Evidence and Rationale	Implementation and Monitoring	Staff	Cost
Mental Health and well-being activities used as a vehicle for re-integration post-lockdown to re-connect with the academic focus.	A Step-Up to September Recovery Curriculum to be implemented during Autumn 1 across the whole school.  Mental Health, wellbeing and being part of a class to centre in this curriculum.	Smooth transition into a new year group via a curriculum that focusses on integrating back into school life.  Opportunities for individual children to share their experiences are given and PSHE lessons support this.  Children have opportunities to self-reflect on their experiences via mindfulness activities.	Classroom observations will acknowledge the effectiveness of transition.  Monitoring of incidents to support secure relationships being embedded within each classroom bubble.	All	1xPDM
Children prepared for life, to really know and value who they are and understand how they relate to each other in an ever-changing world	Introduce the Jigsaw spiral, progressive and effective scheme of work to embed mental health and wellbeing further with a mindful approach to RSHE.	Introduction of a whole school scheme will facilitate continuity from the 'thrive' type approach during Step-Up to September and blend into the incorporation of the PSHE and RSE statutory teaching and learning.	Monitoring of planning and delivery  Incorporation of whole school springboard work and connectivity – a reboot linked to school values approach  <i>*DELAYED DUE TO SEGREGATION &amp; LOCKDOWN#3</i>	All	£795  *ongoing annual cost not sustainable
Some children will not have been in school for 6mths and will family separation and school routines traumatic	PSHE, assemblies, reflection and mindfulness are an integral part of the school day and staff will plan explicitly for this.	Needs of the individual class are met by planning lessons in accordance to their needs around separation anxiety.	Complete a preparatory Pyramid of Need, followed by a Quadrant Approach to map pupil need across the school.  Use of the three houses template following the first term experience so that we can quickly identify any issues.	All	1xPDM 
Changes to routines in line with government guidelines (RA), inc arrival/ departure, social distancing, hygiene, bubble segregation	Social distancing plans and good respiratory hygiene plans in place to minimise risks of Covid-19 but all stakeholders need to follow them for everyone's safety.	Social distancing is adhered to where appropriate and possible for pupils, parents and staff to closure spread.  Increased cleaning and hygiene within during the school day.	School observations monitor the implementation of the risk assessment and reinforce measures for the safety of all. These measures are regularly revisited during briefings and with school signage.	Whole School	Cleaning/PPE Materials £300  Utilities £200

Intended Outcome	Action	Evidence and Rationale	Implementation and Monitoring	Staff	Cost
Our SEND pupils may have had limited specialist Involvement and access to agency professionals. Addressing any associated issues will be a priority.	Update SEN profile plans – reflect on any regression and put new targets in place accordingly.  Meetings with class teachers and SENCo to personalise work for Individuals, discuss interventions and review referral requirements.	Progress for SEND children is evident across all subjects.  Work is challenging yet aimed at individuals for them to achieve to their potential.  Emotional and social skills are nurtured and this is reflected in behaviour for learning in school.	Family meetings to review progress against targets and agree next steps.  Review and referral where necessary, preparing school-based reports and accessing outside agencies.	All	£900 Counselling  £426 EP
Children enabled to promote good learning/EHWP behaviours.	Staff training in Post-Pandemic Pastoral Care as part of the personal development/mental health agenda.	A trauma-informed school encourages a universal response to be able to respond, re-connect relationships, re-build trust, confidence and safety.	Ongoing training reviews and references to embed the concepts  Supported with supplementary training from Healthy Minds x2	All	HTx3days
Improved learning behaviours	Staff training to review the restorative approach and access to strategies eg play therapy.	Some of the children within this group have significant social, emotional and mental health needs and need a considered approach	Monitoring the removal and re-integration of barriers for children with significant behavioural needs	All & HT	
Identification and response to those at risk of falling behind	Reconfigure and re-focus Pupil Progress Meetings.	Improved accountability/understanding of Teacher Standards 1&2 to use interventions more effectively, prioritising those who were PP.	Monitoring of identified children and regular review opportunities.	All HT	3xPDM  Tri-termly check-ins
The gaps in learning are filled for those children as evident from data conversations	Increased adult support in EYFS and KS1 for the autumn term initially to reduce group sizes to support transition from FS1-FS2 and FS2-KS1 with a specific focus on phonic phases.	These cohorts did not fully receive the foundation curriculum as a bedrock of learning. The concepts have been swiftly experienced and so need to be reinforced	Review of the December data return to assess ongoing requirement	EY/KS1	TA 6hrsx2 12 weeks  £2,470
Maximise progress in Y6 to make up for loss of learning in lockdown	After school booster groups focussing on maths tuition to Year 6.	This cohort will have gaps in the UKS2 curriculum and will require input, repetition and revision.	Identify areas of focus having reviewed subjects themes during the autumn term and implement in the Spring	JA	1hr x 16weeks  £500

Intended Outcome	Action	Evidence and Rationale	Implementation and Monitoring	Staff	Cost
Maximise progress in Y2 and Y6 to make up for loss of learning in lockdown	Additional class teacher to enable subdivision of the Y2 and Y6 class for key core areas	By creating smaller class/cohort groups more attention can be given to specific areas of need, bespoke focus and extension	Identify areas of focus having reviewed subjects themes during the autumn term and implement in the Spring	HT CH/JA	6hrs x 12 weeks  £2,245
For children to transfer taught skills into whole class work	Teaching assistants to deliver structured intervention programmes to targeted groups of children the school.	To be responsive to the specific nature of the learning gaps at the point of learning need, class based deployment supports a proactive approach	Monitor pupils who did not meet the standard in the Baseline and December data drop to make better than expected progress.	HT  Staff teams	Re-deploy
Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.	Staff training in Word Power and Writing Stamina to support a school wide writing process review and quality writing programme.  Timetable longer writing opportunities with support, based on learnt genre and for free expression.  Include Weekly Word Wall and WoD.	Recognition of the school writing data trend and the varied exposure to quality writing, use of vocabulary and language understanding at age appropriate stamina requires focus.	Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.  Confidence in writing increases and children are able to write at length.  Word knowledge and spelling ability increases which in turn aids the quality of writing.	SL/CH MW/JA	2xPDM  3hrs x 4 Training
Teaching and learning takes into account children's cognitive load and working memory	Cognitive load and memory training  Include activities and resources which help support and train memory.	EEF identifies this as being a positive 'low cost/high impact' method for improving learning.  For our lower attainers, this will help ensure teaching and learning addresses their barriers.	Ensure school leaders act as role-models and explore this within their own teaching, providing informal peer-peer observations where this is explored further.	HT SL/CH MW/JA	1xPDM
Feedback is feedforward and leads to greater progress towards individual goals.	Continue to embed the marking and feedback policy.  Use of formative assessment forms to collate feedback to purposefully move learning on.	EEF Toolkit identifies feedback as a low cost/high impact strategy to improve quality of learning.	Continue book scrutinies to monitor the effectiveness of FAF against planning and outcomes.  Pupil discussions	HT SL/CH MW/JA	3xSLT meet  3xPDM

Intended Outcome	Action	Evidence and Rationale	Implementation and Monitoring	Staff	Cost
More 'low prior attainers' will be on track to achieve end of year expectations.	Additional 'ad-hoc' provisions led by teachers in order to help children 'catch up'	Segregated timetables have allowed for additional teaching time support to be put in place so that teaching becomes highly responsive to children's needs.	Senior leaders to ensure these are well planned and are highly responsive to the needs identified during pupil progress meetings.	SLT SL/CH MW/JA	1xPDM
Teachers' and TAs' greater awareness of the individual needs and journey of PP children.	Achievement Report, pyramid of need, quadrant analysis and SDQ used in PDM and training to ensure all staff have a clear understanding of PP children	Awareness of the baseline and previous intervention and support in place to enable an ongoing 'achievement for all' and higher expectations for pupil premium children.	Staff meeting training and discussions during pupil progress meetings.	HT SL/CH MW/JA	3xPDM
For all children to have equal access to technology for live connections	Purchase laptops/tablets to reconfigure IT hardware for the purpose of loan to support home learning during closure/lockdown	By developing a fluidity between home and school the opportunity for/ extent of lost learning is reduced	Parents feel supported in the delivery and accessibility of home schooling.  Children maintain connect with taught in lessons, at home.	Staff	5 x LFTs  £1,645
				TOTAL	£9,481