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**Covid Catch Up Premium**

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| **Summary information** | | | | | |
| **School: Oaktree Nursery and Primary School** | | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £24,960 | **Number of pupils:** | 312 |

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| **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. | |
| **Use of Funds** | **EEF Recommendations** |
| 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 document to help them direct their  additional funding in the most effective way. | 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 parents and carers  ⮚ Access to technology  ⮚ Summer support |

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| **School Evaluation of the Impact of Lockdown (formed from internal monitoring)** |
| **English**  **Writing**  Writing is an area of priority from our school action plan and has been a focus for teaching and learning before the recent lockdown. Areas such as spelling, grammar and punctuation and sentence level work were practiced regularly over lockdown (either through online lessons, face-to-face teaching for those in school or work packs collected and then returned). Through monitoring it is clear that children have retained knowledge of grammar terminology and can apply this to written examples. Extended writing was much more difficult to teach as the children need lots of quality modelled examples and time to immerse themselves in a genre; this was not as effective during lockdown teaching and not all children had access to the work. As such, children are still taking time to regain their confidence in writing and developing their stamina.  **Reading**  During lockdown, children were given weekly reading with activities based around these texts. Where appropriate, differentiated texts were sent home for those not working within age-related expectations. In both Key Stages, monitoring indicates there is an obvious gap between those who regularly engaged with reading and those who did not. This then means that, for some groups of children, progress in reading has slowed. Interventions such as regular reading and Reading Partners have been used to help support these children. For children in Upper Key Stage 2, a focus on higher level vocabulary and inference and explanation skills is necessary. These will be addressed through high-quality, class-based teaching.  **Maths**  Since returning to school, teachers recognise that some of the areas of maths that were covered during home learning have not been retained or practised to the same level that they would have done in school. Every year group has carried out a ‘Ready to Progress’ test since the children have returned to school and specific areas of weaknesses have been noted and planning for Terms 5 and 6 has been adjusted to take this into account. As a teaching staff we realise that, for some year groups, it will not be possible to fit in all the areas of learning that we would normally cover in a year and so we have prioritised key areas of learning using the 12 essential KPI’s from the CanDo Maths scheme.  Children's attitudes to Maths since returning to school have been largely enthusiastic, and they are getting back into the habit of articulating their thinking with clear mathematical language. There has been a general trend that key 'just know it' skills such as times table recall and mental calculation methods have become a little 'rusty', and this has been a key area to address since returning in September as well as something we will address as part of the Maths Action Plan for next year. |

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| Provision during lockdown: | |
| During lockdown KS2 staff provided online teaching via ‘Teams’ using their planning slides to support the learning. KS1 staff recorded lessons using their planning slides and interactive resources. Weekly Zoom meetings were also set up to address misconceptions. In maths, Maths Shed was used alongside the CanDo Maths scheme of work to support planning. For those families who did not have access to the internet, packs of worksheets, with copies of the slides used in planning, were sent home as weekly learning packs. This meant that children were regularly accessing age-appropriate concepts that were pitched at a challenging level where necessary. In some year groups it was felt that certain units of work would be more effectively taught in school and these were swapped with units which were more appropriate for home learning.  In summary:   * Home learning packs offered weekly. Available at the school office for collection, some were also delivered by hand by teachers and parts of some were emailed if the children had moved further away. * Daily maths activities were posted, often with a video accompanying it to show parents how to play the game or support their child in the activity. * Stationery resources offered to all families. * Daily online maths session * Daily videos sent home * Catch-up sessions to address misconceptions * Work packs with resources * Daily videos sent home * Work packs with resources * Daily phonics videos organised by group * Daily live sessions offered to some groups where appropriate. * Live story and game sessions held daily. * Story videos provided online * A range of activities were suggested in the home learning pack that were accessible at home with limited resources. * Daily exercise sessions uploaded. * Sessions for computing, PE, Art and enquiry weekly * Daily phonics videos uploaded as appropriate to the child’s phonic level | |
| **SEMH/SEND** | * Weekly phone-calls to all children * Home visits by PSA/DSL * Regular contact by Nurture Leader for specific children * High rates of attendance of EHCP/SEND/Vulnerable children |

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| **Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support  guide for schools) | | | | |
| **i. Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| Recovery curriculum objectives identified in all year groups. Focus on key skills and knowledge required for rapid catch-up and reducing of gaps. | Staff meeting, PPA and TD Day time allocated to review gaps in learning and adapt medium term plans.  Plans shared with subject leads and SLT. |  | TI  AT  PR/CS  SLT | April 2021 |
| Progress meetings held to discuss all children in terms of learning and SEMH needs on return to school from lockdown. | Staff released from class to enable discussions with HT and Phase/KS Leader to discuss individual children’s needs, identify gaps in knowledge and plan interventions for Terms 5 and 6. |  | SR  WB  PR  CS  JR | April 2021 |
| Assessment schedule adapted to monitor attainment from current/predicted assessments (Apr 21) and end of year attainment (July 21). | SLT amend assessment schedule to include current/predicted end of year data for RWM at start of Term 5 and end of Term 6 actual attainment. Staff complete and submit this data. Phase/KS Leaders analyse data.  Year 1 to complete Phonics Screening Check (28.6.21) to inform Year 2 teachers 2021/22.  Year 4 to complete sample Year 4 Multiplication Tables Check (June 2021) to inform Year 5 teachers 2021/22 |  | SLT  PR  NS, SK  CS, NB, AT | April 2021  July 2021 |
| Total Budgeted Cost: Costs for release time through adaptation of school priorities - £7,640 | | | | |
| **ii. Targeted Approaches** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| Intervention teachers and LSAs (AT, JB, SB, JB, JD, LL, LD) run a programme of interventions in maths, phonics, reading, writing throughout KS1 and KS2. | Small group interventions for RWI, S&L, reading, writing and maths. |  | SLT  JB  TR | April 2021  July 2021 |
| Ensure children’s emotional well-being enables learning. Children feel ‘safe enough to learn’. | Re-assess Rainbow Room groups to ensure children are able to access support through targeted group work or 1:1 support.  Boxall Profile used to identify children in most need and areas of support and development required. |  | SLT  Teachers  BD | March 2021  May 2021  July 2021 |
| Enhanced focus on physical development. | Teachers embed outdoor and physical opportunities for learning within the curriculum and planned activities to ensure greater access to the outdoors for all. |  | SLT  Teachers | April 2021 |
| Total Budgeted Cost: Additional staffing costs - £19,295 | | | | |

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| 1. Wider Strategies | | | | |
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff  lead | Review |
| 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 | Additional online learning resources purchased, such as Purple Mash, RWI, Oxford Owl. |  | JR  JD | April 2021 |
| Access to technology - laptops are available to be loaned to families  without appropriate home access. | Ensure that families are identified for home learning laptops to ensure continued access to learning in case of home learning/isolation. |  | SR  KH  SLT | Ongoing |
| Additional resources **-** £6,570 | | | |  |
|  |  | Cost paid through Covid Catch-Up | | £24,960 |
|  |  | Cost paid through school budget | | £8,545 |
|  |  | Total budgeted cost | | £33,505 |