

## Post COVID Catch Up Premium Strategy 2020-2021



### Ditcheat Primary School

- 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.

#### Post COVID Catch Up Premium Strategy Report 2020-2021 as at November 2020

Number of Pupils	82		
Percentage of pupil premium children	18%		
Percentage of pupils with SEND	7%		
Catch up allocation	£80 per child = £6560		
Date of governor approval	31 <sup>st</sup> March 2021		
DfE Guidance		EEF Guidance	
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 curriculum expectations for the next academic year in <a href="#">actions for schools during the coronavirus outbreak</a> .  While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.		Guidance has also been sought from EEF <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/nationaltutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19support-guide-for-schools1">https://educationendowmentfoundation.org.uk/covid-19-resources/nationaltutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19support-guide-for-schools1</a>  <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/">https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</a>	
<b>Three Tiered Approach:</b>	<b>Teaching</b>	<b>Targeted Academic Support</b>	<b>Wider Strategies</b>

<b>Tier 1 – Teaching</b>				
<b>Actions</b>	<b>Who is responsible</b>	<b>By when</b>	<b>Costs</b>	<b>Expected Impact</b>
Formative assessment of needs of children under categories of concentration, socialisation, academic and well-being	All	September 2020 October 2020 December 2020 March 2021 June 2021 September 2021	None	Able to track changes in children and make provision for those changes
Work scrutiny and writing moderation	All	Regular points throughout the school year	None	Identify gaps in learning, share good practice
Standardised tests	All	October, December, April, June/July (May for year 6)	None	Form a baseline, identify areas of learning to focus upon
CPD in metacognition and self-regulation strategies	VW	Initially by Spring 2021 then ongoing sharing of ideas to implement effectively	None	Children purposefully direct their thinking and learning
Develop themes across the curriculum of sustainability, diversity and mental health and well-being	All	Ongoing	None	Through the curriculum children become aware of the wider world and their part in it as well as developing their own mental health and well-being
Use a range of approaches to plug gaps in learning such as STEM week and specific learning days	All	Ongoing	£300	Gaps in curriculum areas that are a priority are covered
Phonics books purchased to support phonics teaching	All	November	£100	Children make good progress in phonics
White rose booklets purchased to support maths teaching where children display gaps in learning	All	November and then throughout the year as necessary	£260	Teacher's have more time to extend learning in maths
Remote learning plan in place and shared with parents	VW	September	None	Parents and staff are aware of expectations in the event of home learning
Support for remote learning – purchase of equipment for children to access learning remotely	VW	December	£438	Children are able to access remote learning

Support for remote learning – Tapestry and Google Classroom used by staff	All	September	£100	Home-school communication is good
Exercise books sent home in the event of home learning	All	October	£40	Children, when not writing on a device, have somewhere to record their learning

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Targeted CPD around appraisal targets to improve teaching	All	Ongoing	£500	Staff will continue to improve their teaching skills
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### Tier 2 – Targeted Academic Support

Actions	Who is responsible	By when	Costs	Expected Impact
NELI intervention programme	RB and DK	July 2021	£1000	Improved vocabulary, listening and narrative skills
Reading comprehension	JC and VW	Ongoing	£500	Improved confidence and skills
1-1 and small group phonics intervention	JL, DK, RB	Ongoing	£500	Improved reading and spelling
Targeted interventions for identified children	All	Ongoing	£2000	Improved outcomes

### Tier 3 – Wider Strategies

Actions	Who is responsible	By when	Costs	Expected Impact
Parent forums focussed around homeschool liaison 1 <sup>st</sup> – home learning during lockdown, 2 <sup>nd</sup> communication, 3 <sup>rd</sup> – homework. The remainder of the foci to be decided together with parents	VW	Ongoing	None	Opinions form our strategy for home learning, communications and our approach to homework
Focus on well-being of children - Hello Yellow day, well-being days throughout the term, well-being week in January, regular assemblies with a focus on well-being	All	Ongoing	£300	Children understand the need to look after their mental health and are able to use strategies explicitly taught
Well-being of whole school community Well-being action group with staff, children, parents and governors set up to co-ordinate action plan for the year	JC	Ongoing	£150	Whole school community are supported with their well-being
Identification of families in need of support from PFSA or from school	All	Ongoing	None	Referrals will action PFSA support or school support

Increase outdoor learning provision – Carymoor, welly walks, learning outside	All	Ongoing	(Covered by PE premium)	Children gain in confidence, self-esteem improves as do independent skills and problem solving skills
PATL (pupil attitudes to learning) questionnaire for all children	VW	November	None	Forms a baseline for planned improvement in key low performing areas
Forest school resources	RB/VW	February	£372	Children targeted to access forest school and gain in self-esteem, confidence and problem solving skills improved