

Stanway Primary – COVID-19 Catch-up Premium Plan

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	360 (Autumn 19 Census)	Total catch-up premium budget: (£80 per pupil Year R to Year 6)	£28,800
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CONTEXT AND GUIDANCE

Our children have experienced unprecedented disruption to their education as a result of the pandemic. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. For some children the impact may be substantial and our response must match the scale of the challenge. Therefore, the government has provided catch-up premium for the 2020 to 2021 academic year as a one-off payment.

DfE 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 (as set out in *actions for schools during the coronavirus outbreak*). Schools have the flexibility to use their funding in the best way for their circumstances. To support schools making decisions on spending the Education Endowment Foundation (EEF) was asked to publish a document identifying evidence-based approaches to catch-up.

Education Endowment Foundation Guidance:

The EEF groups successful strategies into three categories:

- Teaching and whole-school strategies
- Targeted support
- Wider strategies

School priorities:

- Quality learning for all pupils based on thorough assessment on return to school
- Well-being support for all pupils
- Targeted learning and emotional support for vulnerable learners and disadvantaged pupils to improve their outcomes

Planned expenditure for current academic year

1. Teaching and whole-school strategies					
EEF strategy	EEF rationale	School objectives	School action	Cost	Expected impact
1.1 Supporting great teaching	Great teaching is the most important lever schools have to improve outcomes for their pupils.	<p>To focus on the teaching and learning of maths and English basic skills, following initial assessments in September.</p> <p>To continue with the two main projects from last year's teaching and learning priority improvement plan, the reading curriculum and the use of PiXL.</p> <p>To maintain a broad and balanced curriculum.</p>	<ul style="list-style-type: none"> • Use PiXL recovery materials to assess the core areas of reading and maths and to address significant gaps. • Continue to develop approaches to reading including CPD • Broaden the use of PiXL to assess pupils (Y1 to Y6) in terms of expected levels. • Deliver the topics/themes as planned. • First pupil progress meeting to focus on pupils who are struggling with work or emotionally. • Investigate the Accelerated Reader programme and look to introduce across the school from summer term 	£5,500 + £2,000 Accelerated reader	All pupils assessed for basic skills in September and assessments used to inform teaching in the autumn term. Outcomes for PiXL assessments are in line with or above National data.
1.2 Pupil Assessment and feedback	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19.	To thoroughly assess pupils' learning in maths and English on their return in September.	<ul style="list-style-type: none"> • Use PiXL recovery materials to assess the core areas of reading and maths. • Continue to use PiXL assessments through the year and use these to address gaps and to make comparisons to the national picture. 		See above.

1.3 Transition support	All pupils will need support to transition back to school.	To make the transition back to school as positive as possible. To support all pupils with their well-being including their social, emotional and behavioural needs.	<ul style="list-style-type: none"> Plan for the initial weeks to be as positive as possible and to focus on well-being and re-establishing routines. Use PiXL well-being material (developed to support transition back to school) First pupil progress meeting to focus on pupils who are struggling with work or emotionally (Well-being and Learning Support Manager to part of these). 	PiXL cost covered in main school budget	The return to school for most pupils is a positive one. Pupils who are struggling are given additional support and this has an impact on their well-being.
Total budgeted cost:					£7500
2. Targeted support					
EEF strategy	EEF rationale	School focus	School action	cost	Expected impact
2.1 One to one and small group tuition	Extensive evidence for the impact of high-quality one to one and small group tuition as a catch-up strategy.	To provide vulnerable learners appropriate tuition to accelerate their learning.	<ul style="list-style-type: none"> Use assessments and information from pupil progress meetings to identify pupils who would most benefit from this support Engage with the National Tutoring Programme (NTP) Identify tuition providers from NTP to support KS1 and KS2 pupils. Provide additional tuition support from school staff (TAs or teachers) 	Lightning Squad - £2,200 EM tuition - £1200	Pupils who take part in tuition make accelerated progress.

2.2 Intervention programmes	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	To provide vulnerable learners appropriate intervention to accelerate their learning (in tandem with tuition)	<ul style="list-style-type: none"> NTP tuition will be intervention based. Decide on other interventions (academic and PSHE) to be used for in-house tuition, or by class TAs/Well-being and Learning Support Manager. Class Teacher tuition in year 5 	Covered in main school budget	Pupils who take part in interventions make accelerated progress or have improved outcomes.
Total budgeted cost:					£3400
3. Wider strategies					
EEF strategy	EEF rationale	School focus	School action	cost	Expected impact
3.1 Supporting parents	Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.	To provide support for parents and families where there are vulnerabilities.	<ul style="list-style-type: none"> Teachers to prepare presentation for parents to outline transition back to school (instead of usual meet the teacher sessions) Teachers, Well-being and Learning Support Manager and SLT to provide support for specific parents, as appropriate. 	No cost	Positive impact on parents (and children).
3.2 Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	To help provide devices and other technological support where appropriate.	<ul style="list-style-type: none"> In the event of individuals or bubbles self-isolating or wider school closure, respond to barriers to home learning due to technology issues, Access additional chromebooks, through the DfE scheme, to support home learners. 	Chromebooks (National scheme) Government Funding	Improved access to, and engagement in, home learning.
Total budgeted cost:					£0

ADDITIONAL INFORMATION

Planned expenditure for next academic year until end of financial year

1. Teaching and whole-school strategies					
EEF strategy	EEF rationale	School objectives	School action	Cost	Expected impact
1.1 Supporting great teaching	Great teaching is the most important lever schools have to improve outcomes for their pupils.	<p>To focus on the teaching and learning of maths and English basic skills, following initial assessments in September.</p> <p>To continue with the two main projects from last year's teaching and learning priority improvement plan, the reading curriculum and the use of PiXL.</p> <p>To maintain a broad and balanced curriculum.</p>	<ul style="list-style-type: none"> • Use PiXL recovery materials to assess the core areas of reading and maths and to address significant gaps. • Continue to develop approaches to reading including CPD • Broaden the use of PiXL to assess pupils (Y1 to Y6) in terms of expected levels. • Deliver the topics/themes as planned. • First pupil progress meeting to focus on pupils who are struggling with work or emotionally. • Investigate the Accelerated Reader programme and look to introduce across the school from summer term 	PiXL cost covered in main school budget	All pupils assessed for basic skills in September and assessments used to inform teaching in the autumn term. Outcomes for PiXL assessments are in line with or above National data.

1.2 Pupil Assessment and feedback	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19.	To thoroughly assess pupils' learning in maths and English on their return in September.	<ul style="list-style-type: none"> • Use PiXL recovery materials to assess the core areas of reading and maths. • Continue to use PiXL assessments through the year and use these to address gaps and to make comparisons to the national picture. 	PiXL cost covered in main school budget	See above.
1.3 Transition support	All pupils will need support to transition back to school.	<p>To make the transition back to school as positive as possible.</p> <p>To support all pupils with their well-being including their social, emotional and behavioural needs.</p>	<ul style="list-style-type: none"> • Plan for the initial weeks to be as positive as possible and to focus on well-being and re-establishing routines. • First pupil progress meeting to focus on pupils who are struggling with work or emotionally (Well-being and Learning Support Manager to part of these). 	No cost	The return to school for most pupils is a positive one. Pupils who are struggling are given additional support and this has an impact on their well-being.
Total budgeted cost:					£0
2. Targeted support					
EEF strategy	EEF rationale	School focus	School action	cost	Expected impact

2.1 One to one and small group tuition	Extensive evidence for the impact of high-quality one to one and small group tuition as a catch-up strategy.	To provide vulnerable learners appropriate tuition to accelerate their learning.	<ul style="list-style-type: none"> Use assessments and information from pupil progress meetings to identify pupils who would most benefit from this support Provide external tutor support for year 5/6 (Lyn Matthews). 8 hours per week, until Easter targeting year 5/6 Provide additional tuition support from school staff (TAs). Each class having 1 hour additional TA tuition support per week 	£4,800 tutor support £5,000 TA hours	Pupils who take part in tuition make accelerated progress.
2.2 Intervention programmes	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	To provide vulnerable learners appropriate intervention to accelerate their learning (in tandem with tuition)	<ul style="list-style-type: none"> SENCo to research and introduce evidence-based interventions across the school 	£4,000	Pupils who take part in interventions make accelerated progress or have improved outcomes.
Total budgeted cost:					£13800
3. Wider strategies					
EEF strategy	EEF rationale	School focus	School action	cost	Expected impact
3.1 Supporting parents	Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.	To provide support for parents and families where there are vulnerabilities.	<ul style="list-style-type: none"> Teachers to prepare presentation for parents to outline transition back to school (instead of usual meet the teacher sessions) Teachers, Well-being and Learning Support Manager and SLT to provide support for specific parents, as appropriate. 	£1000 Additional hours for FP x2 hours additional per week	Positive impact on parents (and children).

3.2 Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	To help provide devices and other technological support where appropriate.	<ul style="list-style-type: none"> Continue with investment in Chromebooks across the school 	£3,000	Improved access to, and engagement in, home learning.
Total budgeted cost:					£4,000