

COVID Catch-up Premium Plan



Debden Primary Academy

School	Debden Primary Academy
Academic year	2020-2021
Total Catch-Up Premium	£7360
Number of pupils	103 (initial funding is based on October 19 census, when the NOR was 92).

<p>Guidance</p>	<p>In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil.</p> <p>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.</p> <p>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. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil.</p> <p>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.</p>		
<p>EEF recommendations</p>	<table border="1"> <tr> <td data-bbox="504 635 1205 1129"> <p>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.</p> <p>In summary, the EEF projections for the impact of widespread school closures identify;</p> <ul style="list-style-type: none"> • The disadvantaged attainment gap widens • Assessment of lost learning is crucial • Targeted support in addition to wider school initiatives are required • Absence rates upon return are crucial. </td><td data-bbox="1205 635 2145 1129"> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support </td></tr> </table>	<p>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.</p> <p>In summary, the EEF projections for the impact of widespread school closures identify;</p> <ul style="list-style-type: none"> • The disadvantaged attainment gap widens • Assessment of lost learning is crucial • Targeted support in addition to wider school initiatives are required • Absence rates upon return are crucial. 	<p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support
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<p>Identified areas for catch up</p>	<ul style="list-style-type: none"> -Reading fluency and comprehension -Communication and language -Social and emotional health and wellbeing -Extended writing 		

Planned expenditure

We have opted to use the bulk of our premium to employ an Interventions LSA. The Intervention LSA will have skills, knowledge and experience in enabling student progress in at least one of the above identified areas, in order to lead targeted interventions for children identified with this learning need. The Intervention LSA will also provide in-class support across the school, allowing us to release other specified staff to implement interventions in the other identified areas.

Teaching and whole-school strategies					
Objective	Chosen approach	Staff lead	Impact – once reviewed	Resources	Cost
Supporting great teaching	<ul style="list-style-type: none"> -Research and adopt EEF approaches for effective classroom support/ making best use of teaching assistants. Lanyard pyramid resource. -Provide time for CPD and feedback session for TAs with SENCO. -Continue the whole school monitoring cycle in order to gauge teaching quality across subjects and alter approach accordingly. Including external T+L advisor -Overhaul the reading bands scheme to align with the phonics programme and ensure that we have an accurate view of children's reading fluency upon their return (basis for reading interventions). -Investment in Zoom/SeeSaw/ Tapestry training for periods of remote learning. 	Head of School: MH SENCO: SB Joint English Lead: HM	<ul style="list-style-type: none"> -Teaching and learning support effectiveness is maximised. -In-class approach is tailored to help individual students to close gaps. -Teachers and support staff have an accurate view of children's reading fluency in line with age-related expectations. 	CPD resources Laminated effective support resource in lanyards T+L advisor feedback notes Subject monitoring feedback notes	£150 (cover costs for CPD and teacher release organising reading bands scheme) £150 (external T+L advisor)
Pupil assessment and feedback/ Transition Support	<ul style="list-style-type: none"> -Children assessed in all core subjects (PIRA, PUMA etc.) upon reopening and teacher judgement of all other subjects. -Insight tracking system used to track children's strengths and development areas. -Teachers use this to inform planning and identify areas for interventions. -Continue whole-class feedback approach to gauge student understanding and minimise marking risk of transmission -Use all of the information above to plot interventions programme. 	Head of School: MH Joint Assessment Lead: GB SENCO: SB	<ul style="list-style-type: none"> -Areas for development identified -Individual student strengths and weaknesses assessed -Identified children for targeted interventions 	Insight Tracking System Interventions Overview/ Timetable	£300 (for Insight Tracking system)
				Total costs	£600

Targeted approaches					
Objective	Chosen approach	Staff lead	Impact – once reviewed	Resources	Cost
One to one and small group tuition/ intervention programmes	<ul style="list-style-type: none"> -Teaching, assessment and feedback interventions above utilised in order to identify children for interventions. -Audit existing staff skillset in identified areas for catch-up. 	Head of School: MH SENCO: SB Office Manager: SD	<ul style="list-style-type: none"> -Attainment/ progress gaps closed between identified children and other children; -Interventions meet pre-identified targets and inform 	Interventions Overview/ Timetable, including interventions in: -Reading fluency and comprehension	£100 (advertising/ recruitment costs).

	-Formulate advertisement for Interventions LSA: 12 hours per week. Required skill and knowledge in at least one of identified areas for catch-up. -Recruitment process – shortlisting/ interviews -Training of appointed staff -Plan and implement interventions -Regular assessment of interventions		future planning and interventions. -Assessment demonstrates impact of interventions.	-Phonics -Learning mentoring/ pastoral -Communication & language Job Advertisement	£6456 (wages of Intervention LSA – 12 hours per week, plus contributions)
Extended school time	-Before/ after school interventions offered by Head of School and Senior teachers, in extended writing and maths catch-up, particularly for children in assessment years.	Head of School: MH Joint Assessment Lead: GB	-Attainment gaps closed for children with identified gaps in extended writing and maths.	-Interventions Overview/ Timetable -Insight data	n/a – replace staff meeting or club commitments
Total costs					£6556

School-wide approaches					
Objective	Chosen approach	Staff lead	Impact – once reviewed	Resources	Cost
Supporting parent and carers	-Parent handbook provided at the start of each term to enable parents to understand the school's risk assessment/ policies in easy-to-comprehend language -Remote learning policy details the school's approach should lockdown be reinforced. -Expectations letters show time/ content expectations of remote learning. -Bi-weekly phone calls home to all households by the Head of School (SENCO to EHCP children)	Head of School: MH Office Staff: JA, SD SENCO: SB	-Parent feedback and surveys show that they feel confident in the school's approaches to enhancing children's learning/ supported in facilitating remote learning throughout the pandemic. -Attainment gaps throughout periods of remote learning are minimised.	-Parent handbook -Remote learning policy -Record of parent communications -Remote learning expectations letters -Parent survey/ feedback	n/a
Access to technology	-Communicate with local businesses and individuals in order to acquire donations of additional technology, to support children with in-school and remote learning. -19 laptops in excellent condition have been acquired from Lowell Financial – they just need chargers. -ICT technician to wipe computers/ set-up with school systems etc. -Thank you communications to all who support the school/ children with the access to technology.	Head of School: MH Office Staff: JA and SD Finance Manager: BB ICT Technician: JM	-Children have access to high-quality technology in school and at home, enabling them to partake in remote learning and independent research/ enquiry. -Gaps between disadvantaged and advantaged children are narrowed.	-Laptops/tablets -Chargers -Home/School agreement for borrowing technology	£266 (cost of laptop chargers)
Total costs					£266

TOTAL SPEND: £7422