



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	205	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,520	Date	7 th September 2020

STRATEGY STATEMENT

OVERVIEW

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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. Neston Primary School has been allocated £80 per pupil. Therefore, we are expecting to receive £16,520.

USE OF FUNDING

We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the government guidance on 'curriculum expectations for the next academic year'. We have the flexibility to spend the funding in the best way for our pupils and their circumstances. We have used the Education Endowment Foundation (EEF) 'Coronavirus (COVID-19) support guide for schools' to support us to make the best use of this funding. This guide details evidence-based approaches to catch up for all students. We have used this document to help us to direct our additional funding in the most effective way.

ACCOUNTABILITY & MONITORING

As with all government funding, school leaders must be able to account for how this money is being used to achieve our goal of getting our pupils back on track and teachers teaching a normal curriculum as quickly as possible. Governors will scrutinise the schools' plans, approach and use of funding from September. This will include consideration of whether we are spending this funding in line with our catch-up priorities and ensuring appropriate transparency for parents.

CURRICULUM EXPECTATIONS

The DfE has set out the following curriculum expectations, to ensure that all pupils, particularly disadvantaged, SEND and vulnerable pupils, are given the catch-up support needed to make substantial progress by the end of the academic year.

1. Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

2. The Curriculum Remains Broad and Ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

We have set out how we will allocate the additional funding to support curriculum recovery this academic year. Some approaches that we will use will be funded from other sources (e.g. Pupil Premium or the Primary PE grant). This will be based around the EEF guidance and the use of a 3-tier approach:

Tier 1: Quality first Teaching for all

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Tier 2: Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Tier 3: Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

TIER ONE - Quality first teaching for all

Approach	Action	Impact	Cost
Enable access to a remote learning approach	<ul style="list-style-type: none"> • Purchase/set-up additional IT devices for pupils to access home learning • Set-up Microsoft TEAMS for all pupils in all classes • Provide training for parents, staff, pupils on using TEAMS • Provide access to teaching and online materials • Provide on-going technical support • Contact homes of non-engaging pupils on a weekly basis 	<ul style="list-style-type: none"> • Pupils able to access learning immediately in the event of school/bubble closure/self-isolation • Pupils continue to receive high quality education and support 	<p>£1,950</p> <p>£1,350</p>
Individual resource packs for all pupils	<ul style="list-style-type: none"> • Create curriculum resource packs for each individual pupil 	<ul style="list-style-type: none"> • Pupils will have access to appropriate resources to support remote learning • Parents supported to deliver remote learning activities 	£3,075
Appropriate broad and balanced curriculum	<ul style="list-style-type: none"> • Recalibrate, re-design & deliver a remote learning scheme as and when required • Support the delivery of an identical curriculum for key workers in school 	<ul style="list-style-type: none"> • The quality of education continues to be GOOD or better 	Main School Budget
Quality assurance that supports curriculum development whilst remaining sensitive to workload and well-being	<ul style="list-style-type: none"> • Monitor whole school progress through remote learning platform SeeSaw & Tapestry • Monitor activities to ensure positive impact on wellbeing workload 	<ul style="list-style-type: none"> • The quality of education continues to be GOOD or better 	Main School Budget
CPD for staff	<ul style="list-style-type: none"> • Additional, appropriate opportunities Identified as required based on the needs of remote learning and catch-up expectations 	<ul style="list-style-type: none"> • All staff have accessed high quality and appropriate CPD, including TEAMS, SeeSaw & Tapestry • The quality of education continues to be GOOD or better 	Training Budget
Active learning lessons	<ul style="list-style-type: none"> • Pupils continue to access active learning lessons 	<ul style="list-style-type: none"> • The quality of education continues to be GOOD or better 	Main School Budget
Termly pupil progress reviews	<ul style="list-style-type: none"> • Teachers review pupil progress termly with Leadership Team 	<ul style="list-style-type: none"> • The quality of education continues to be GOOD or better 	Main School Budget
Recovery Curriculum Planning	<ul style="list-style-type: none"> • Planned for Maths & English YR-Y6. • Objectives identified as not fully embedded are taught alongside broad and balanced curriculum 	<ul style="list-style-type: none"> • Identified barriers to learning such as anxiety and attachment • Developed strategies to support children's mental wellbeing 	Min School Budget
Total budgeted cost:			£6,375

Tier two - Targeted academic support

Approach	Action	Impact	Cost
Additional therapeutic input	<ul style="list-style-type: none"> Arrange additional therapeutic input as required e.g. speech and language, Pets, Yoga, Thrive and ELSA 	<ul style="list-style-type: none"> Pupils needs are fully met 	£1,140
Targeted Interventions	<ul style="list-style-type: none"> Same day interventions for closing gaps and addressing misconceptions 	<ul style="list-style-type: none"> Pupils make strong progress in their learning and achieve end of year expectations, from their starting points 	£2,512
Teacher Led Interventions	<ul style="list-style-type: none"> Content determined by analysis of assessment data and delivered by intervention teacher 	<ul style="list-style-type: none"> Pupils make strong progress in their learning and achieve end of year expectations, from their starting points 	£3,037
Deployment of support staff	<ul style="list-style-type: none"> Support staff are deployed effectively across the school Support staff are used effectively in lessons to support learning 	<ul style="list-style-type: none"> The quality of education continues to be GOOD or better 	Main school budget
Sensory needs met	<ul style="list-style-type: none"> Therapeutic staff work 1:1 on pupils sensory needs 	<ul style="list-style-type: none"> Sensory needs are met and pupils are ready to learn Feedback from teachers demonstrates the impact of these intervention and identifies next steps 	Main school budget
Nurture group	<ul style="list-style-type: none"> Nurture group sessions for appropriate pupils Staff sessions to raise awareness of nurture group and activities that could be led in class – Play therapists and Educational psychologist 	<ul style="list-style-type: none"> To offer an opportunity to learn through early nurturing experiences and develop the skills to do well at school, make friends and deal more confidently and calmly with issues that may arise 	Main school budget
Annual review of EHCP	<ul style="list-style-type: none"> All pupils have an annual review of their EHCP 	<ul style="list-style-type: none"> Pupils needs are met through the EHCP 	Main school budget
Daily Mile	<ul style="list-style-type: none"> Pupils engage with the Daily Mile and continue to increase their daily physical activity 	<ul style="list-style-type: none"> Pupils access the recommended 30 minutes per day of physical activity 	PE Funding
Phonics teaching	<ul style="list-style-type: none"> Phonics is taught effectively across the school Phonics is taught at an appropriate level 	<ul style="list-style-type: none"> The quality of education continues to be GOOD or better Y2 93% pass in phonics screening Y1 prediction to be 97% 	Main school budget
Total budgeted cost:			£6,689

TIER 3 - Wider Strategies

Approach	Action	Impact	Cost
Emotional Literacy Support Assistant (ELSA)	<ul style="list-style-type: none"> ELSA practitioner to explore further opportunities to support remote learning and implement support practices in school Bereavement Training for ELSA practitioner 	Pupils are supported in the following areas: <ul style="list-style-type: none"> Self-esteem, relationships and friendships Regulating strong emotions and utilising social stories Social communication difficulties and practical strategies Loss/bereavement and bespoke ELSA programme planning 	£100
Support & Promote staff and pupil mental health & well-being	<ul style="list-style-type: none"> Staff CPD to support pupils from experienced therapist Safe spaces available for pupils to self-regulate and discuss worries 	<ul style="list-style-type: none"> Pupils and staff have positive mental health and well-being 	£300
Events to promote re-engagement and strengthen links with families	<ul style="list-style-type: none"> Home visits by Headteacher to any families not in school Hold a celebration event for July 21 school leavers Facilitate after school club sessions to support pupils academic learning, social skills, physical skills and mental health and well-being Regular communication with families Parents evening via The School Cloud Bespoke parental meetings to support individual pupil needs 	<ul style="list-style-type: none"> Pupils, families and staff feel part of the school community Pupils, families and staff emotional and mental health and wellbeing is supported Pupils have access to a wider range of extra-curricular activities to support the development of positive relationships and the development of life skills and independence 	Main school budget
Parent training sessions	<ul style="list-style-type: none"> Videos on learning platforms on topics such as; Phonics, Early Learning Goals in the EYFS curriculum and tricky mathematics concepts 	<ul style="list-style-type: none"> Families are supported to meet the needs of their children 	Main school budget
Support the behaviour and attendance needs of identified pupils through positive strategies and liaison with families	<ul style="list-style-type: none"> Support individual needs of identified pupils through positive strategies To improve attendance at school for identified pupils To improve behaviour at school for identified pupils Liaise with other agencies Attendance at relevant meetings Develop individual programmes 	<ul style="list-style-type: none"> Pupils attendance meets the school target Pupils behaviour incidents are low Where behaviour is a concern, pupils are supported through a range on strategies 	Main school budget
Behaviour Interventions	<ul style="list-style-type: none"> Upskill play & midday staff to support the needs outside of the classroom 	<ul style="list-style-type: none"> Children are calmer and less vulnerable De-escalation strategies are in place 	£1,500
Total budgeted cost:			£1,950
Remaining at 31/03/2021 – spending to be decided based upon the next few months priorities			£3,506