

COVID catch-up premium report 2020-21

SUMMARY INFORMATION				
School	Valence Primary School			
Academic Year	2020/21	Total catch up premium budget	£76,840	
Total number of pupils	1127	Number of pupils eligible for PP	228 (January 2020 census)	

Guidance	
<p>Children 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 most affected. The impact of lost time in education will be substantial for some, and the scale of our response must match the scale of the challenge.</p> <p>The DFE have provided schools with a catch-up premium, which 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.</p> <p>All 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, distributed from a universal one-off £650million catch up premium.</p>	
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 .	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting high quality teaching ➤ Effective pupil assessment and feedback

<p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <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>	<ul style="list-style-type: none"> ➤ Transition support ➤ Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ Quality one to one and small group tuition ➤ Intervention programmes with teachers or TAs <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology
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STRATEGY STATEMENT	
<ol style="list-style-type: none"> 1. Ensure all children are emotionally ready for returning to formal learning 2. Ensure identified children have access to effective interventions 3. Ensure teachers and pupils have access to technology to enable effective remote learning 	
Barriers to future attainment	
A	Home learning using our remote learning platform is limited for some families and can be developed further during this academic year to improve access to learning at home for all pupils.
B	Some pupils may have had limited access to reading materials and therefore their reading ages may be lower than expected at the beginning of Autumn 2020.
C	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID-19 and lack of structured learning experiences since school closures in March 2020.
D	Staff may need to support children who may have been affected adversely by closures and COVID-19 with their mental health needs.

1. Ensure all children are emotionally ready for returning to formal learning				
Actions:	Outcome/Impact	Cost	Staff lead	Review
<ul style="list-style-type: none"> Start new academic year with a measured start for the initial weeks. Embed Mindfulness across the school during the first term. Inset for and teaching of MindUP lessons. Regular phone calls and conversations with SEND and vulnerable families by DSL and Inclusion team. Conduct a 'return to school survey' with the children and analyse the results. 	<ul style="list-style-type: none"> All children have settled back into school and transition well into new class. Children adapt back into school life and remember expectations. Children are using the MindUp strategies taught to have a positive attitude to challenging events. Vulnerable families feel supported by the school. Vulnerable children feel supported by the school, behaviour improves, long-term life chances improve. We have a better understanding of how the children feel about their return to school and what any worries are regarding COVID. 	<p>Release time for Inclusion Team to attend MindUp training (£180 per day per team member)</p> <p>Three days per team member (5)</p> <p>£540 x 5 = £2700</p> <p>£2 700</p>	CBe	Jan 21

2. Ensure identified children have access to effective interventions				
Actions:	Outcome/Impact	Cost	Staff lead	Review
<ul style="list-style-type: none"> Identify pupils from Y2 – Y6 for small group tutoring via the NTP funded by the DfE Six children from each class to receive 15 hours tuition online from CONNEX Identify pupils in Y6 to receive Lexonik intervention from the Lexonik tutors Train two teachers to become Lexonik Advance tutors Train four TAs to be able to deliver Lexonik Leap Identify pupils in Reception to receive NELI intervention Summer term after-school support classes to enable PP pupils to catch up 	<ul style="list-style-type: none"> Pupils make accelerated progress in maths and literacy to catch up to expected standards Pupils make accelerated progress in reading skills Pupils make accelerated progress in reading skills Pupils make accelerated progress in reading skills Pupils make accelerated progress and catch up with their peers 	<p>£2500</p> <p>£9720</p> <p>£10 620</p> <p>Cover costs to release TAs to deliver weekly interventions £60 per day x 20 weeks x 2 TAs = £2400</p> <p>Fund support staff to deliver support classes in literacy and maths per YG per site once per week for 12 weeks £17 per hr x 2 pw x 7 YGs x 2 sites x 12 weeks = £5712</p> <p>£30 952</p>	<p>RN</p> <p>LW</p> <p>DLe</p> <p>YGLs</p>	

3. Ensure teachers and pupils have access to technology to enable effective remote learning				
Actions:	Outcome/Impact	Cost	Staff lead	Review
<ul style="list-style-type: none"> • Purchase 200 chromebooks • Identify children who do not have access to a device • Set up and distribute devices 	<ul style="list-style-type: none"> • All pupils have access to remote learning with a quality device 	£41 088 £41 088	AD IT team	

1 = £2700

2 = £30952

3= £41088

Total = £74740

£2100 to be assigned according to needs as they arise after lockdown.