

COVID catch-up premium report

Emscote Infant School, Warwick.

September 2021



Funding over view (Taken from DFE website)-

Funding allocation (Mainstream Schools) 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. This funding will be provided in 3 tranches. We will receive schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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. Use of funds 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. (See also EEF - School Planning Guide 2020-21) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Accountability and monitoring As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	156	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£12,480		

STRATEGY STATEMENT

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Our school priorities for use of catch-up premium are:

- Stamina in writing
- Comprehension in reading
- Development of communication skills, particularly in Reception (2021)

The core approaches we are implementing are:

- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom (Gap analysis and Rosenshine’s Principles of Effective Learning)
- Investment in IT – online formative and summative assessment to identify gaps.
- Implement more reasoning and problem solving in maths
- Enhance reading book selection to enable working in bubbles.
- Any intervention for children, needs to be researched and proven.

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure that children that were exceeding in area continue to be extended.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lack of interaction with professionals to identify early communication difficulties. Speech and language, IDS, CAMHS and Specialist Teaching Services. Excessive waiting lists and lack of early intervention.
B	Children not writing enough for sustained periods, being supported with the physical action of holding a pencil. Although feedback was given during lockdown lessons, some children struggled with the small changed and pointers teachers give in lesson, the collimation of this led to wide gaps.
C	Through the use of Google Form we were able to monitor how the children were doing and what areas they need support with. PE was an area that parents struggled with (when parks were closed and socializing wasn't allowed). This has led to less active children, we feel this affected attention.
D	Children not reading enough to practice and to build up stamina and use phonic skills. Lack of access to books at correct level during lockdown and working in bubbles (quarantining)

ADDITIONAL BARRIERS

External barriers:

D	Poor attendance and engagement during lockdown. Fearful parents keeping children off school.
E	Parents that were keyworkers that were unable to support children during isolations.
F	Lack of IT equipment and tech support for parents (greatly improved by second lockdown).
G	Lack of professional consultation and timely intervention.

Planned expenditure for current academic year

Quality of Teaching for All					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide targeted booster sessions for specific children in Year R and Year 1, after screening. NELI	The communication gap to be narrowed – evidence from Wellcomm screen and NELI documents. Red flagged children reduced, timely referrals made to specialist services.	<p>The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p> <p>Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>Two cohorts of 6 children, daily for 20 weeks (this started early Summer term but had to stop due to staff covid absence.</p> <p>Will recommence Autumn term). Reception will start October 2021 after Baseline and Wellcomm.</p>	JQ and HS (new literacy lead appointed Autumn 2021).	At the end of the intervention.
				2 TAs for 30minutes per day for 20 weeks - 100h @£14ph = £1400	
Total budgeted cost:					£1400

Targeted Support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Maths – language/skills gaps	To quickly identify the gaps in learning and knowledge in all children returning from a lockdown and isolation.	Inconsistent evidence of what the children had learned through lockdown. Too much time being taken by the teachers to find out what gaps there were in learning.	Purchase math.co.uk as formative and summative assessment tool.	CF Maths lead	Has been reviewed. A total success is being used for summative and formative assessment. Quick, low key, low stress assessment take place using new tech. Planning now reflects this.
				Subscription cost	£825
Total budgeted cost:					£825

Other Approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Early Reading	<p>Children become motivated and move through book-bands.</p> <p>According to the National Curriculum, by the end of the first term in Year 2, children working at the average level should be reading books in turquoise or purple bands.</p>	<p>Children were not reading as well in previous years due to lack of oversight normally in place by Teachers and TAs.</p> <p>Parents had access to new books every week through the pandemic (an ingenious washing line outside school with books on). This was well received by parents able to access it, this wasn't universal.</p> <p>We didn't have enough reading books at particular levels to enable quarantining during the various lockdowns. Some books were also damaged due to constant wiping, not all books were returned.</p>	<p>Consolation with staff about what books are needed.</p> <p>Stock-take of reading books.</p> <p>Organisation and labelling of books, new storage.</p>	JQ and NO	Reading engagement will be monitored as per SLT plan (Autumn 2021)
				Reading book budget, and new storage - £4500 – 20 hours of TAs to organise £14ph x 20 = £280	
				Total budgeted cost: £4780	

Other Approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support for children's parents	For parents to be directed to the correct agency for support quickly. Where the agency support has been withdrawn, or threshold isn't met (but would have been)	<p>As with most schools there has been an increase in need for parents seeking support with behaviour, housing, mental health and being disconnected from others. Support from family members and friends has been reduced greatly during the pandemic. This greater reliance on staff has put excessive pressure on school to support families in a more pastoral way.</p> <p>To help to solve this area of need we have collaborated with the Church and All Saints School to start the process to employ a Family Support Worker (FSW). The remit being to support families in need, to signpost to expert agencies and to skill up the local families.</p>	The FSW will be overseen by Church Board of Education and Senior Staff at Emscote and All Saints.	JQ and DC	During the performance management cycle.
					Schools contribution to FSW
Total budgeted cost:					TBD