

## The Downs CEP School - COVID catch-up premium report

### COVID catch-up premium spending: summary

#### FUNDING STATEMENT

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census meaning we are predicting The Downs CEP will be in receipt of £28,000 (350 x £80) in total. This funding will be provided in 3 tranches: Autumn, Spring and Summer terms. The spending of this money will be down to schools to allocate as they see best. 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. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

#### CONTEXT:

- Our proportion of disadvantaged pupils across the school is higher than the national picture at 33% or 117 children in total.
- The vast majority of children from Reception to Year 6 engaged with the online learning/paper packs that the school provided. However, a pupil survey found that 19% did some form of home learning every day; 44% some days and 37% not very often. 43% highlighted that it was hard to find space to do the work often having to share devices and support with other household members. Purple Mash and paper packs were the preferred choice of home learning.
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 3 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 97.6% (Excluding Reception who were not attending on first day of return). By the end of term one attendance is 95.6%.
- Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of school maintenance, cleaning, teacher workload and their mental health and emotional wellbeing. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of September 2020. At this point we will discuss as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SLT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and intervention.

#### CONTEXT SUMMARY INFORMATION

Total number of pupils: (Boys 173 / Girls 177)	350	Proportion of disadvantaged (117/350)	33%
Proportion of SEND (54/350)	15%	Amount of catch-up premium received per pupil:	£80.00
Proportion of EAL (10/350)	3%	Total catch-up premium budget:	£28,000

## STRATEGY STATEMENT

At The Downs CEP School, catch up funding will be used in order to provide:

- Curriculum resources and materials that support “catch up” and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

There are two broad aims for “catch up” at The Downs CEP School:

- Attainment and progress outcomes at end of 2020-21 for all year groups will be at least in line with national expectations
- The mental health needs of pupils are met and supported by the school.

Catch Up at The Downs CEP is

(For all children)

**Focus on consolidation of basic skills.**

- The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

**Additional lesson time on core teaching.**

- Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in term one. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.

**Particular focus on early reading and phonics.**

- This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.

**Assessment of learning and of basic skills to identify major gaps.**

- Teachers will work to identify gaps in learning and adapt teaching accordingly.

**Time spent on mental health, wellbeing and social skills development.**

- This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

(For some children)

**Additional support and focus on basic core skills.**

- Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

**Additional time to practice basic skills.**

- This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Catch up at The Downs CEP School IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

## Planned expenditure for current academic year

### Refer to our: Ready to Progress ..... Recovery Plan September 2020

Quality of teaching for all – Tailored curriculum					
Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
Phonics to be delivered regularly Daily reading lessons A focus on handwriting Writing to be regular Maths to focus on number work with a <i>daily arithmetic session</i> . PE curriculum to focus on fitness Creative use of outdoor space to support learning	Basic core skills are secure for all children in all year groups	Establish what they know and what needs building on – use the key objectives – have they got them and if not how to address? Cross reference year group objectives Make all expectations clear, break tasks down to subsets and provide supportive and clear feedback during and after subtasks Scaffold the task and the skills required to achieve learning Encourage and support a “growth mindset” at every opportunity	Work scrutiny Pupil voice Lesson observations	Curriculum lead Subject leaders	Data collection points: T2 T4 T6
<i>(Additional 0.6 teacher)</i> Total budgeted cost:					<b>£16,204.00</b>
Targeted support - Tailored curriculum					
Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
Focus on basic core skills in R, W and M  Additional time to practice skills	The gaps are closed as quickly as possible to allow access to main class teaching	Intense and time limited Catch up should focus on key knowledge and concepts Children need opportunity to practice what they are learning and show they understand – just telling them will not embed	through class provision maps	SENco Class teachers	Termly
<i>(Additional TA hours for intervention programs)</i> Total budgeted cost:					<b>£9,963.00</b>

**Other approaches – Pastoral / Routines and Expectations**

Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
To ensure children struggling with settling back into school, class routines and may have a limited concentration are given the support they need	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021..	<p>PSHE to focus initially on change, worry &amp; mindfulness (use Jigsaw recovery resources on network)</p> <p>Movement breaks</p> <p>Having an explicit mechanism for children to be able to express and share how they are feeling, including identifying preferred person.</p> <p>Acknowledge children who need respite from 'work' and need extra space i.e. time out to read, move or relax</p> <p>Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities</p>	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	Pastoral Lead and Pastoral Team	Termly in SLT, team meetings and pastoral meetings
To ensure that all children understand expectations and relationships between adults and children across school.	To maintain the high / positive levels of behaviour that we expect from our children	Clear but flexible expectations - children find comfort in consistency and routine, however some children may need a more flexible approach to managing their wellbeing needs.	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	Pastoral Lead and Pastoral Team	Termly in SLT, team meetings and pastoral meetings
To ensure children/families have access to external services of required	All pupils and families are well supported in SEMH	<p>Referrals to external agencies where concerns have been identified</p> <p>Stocktake all CP/CiN/EarlyHelp work during lockdown and provide/receive a summer holiday update through contact with social worker and other external bodies</p> <p>School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)</p>	External agency support in or out of school, family or individual basis, run by school staff under guidance or by external staff remotely or in person	Pastoral Lead and Pastoral Team	Termly in SLT, team meetings and pastoral meetings
<i>(Additional hours for staff/training if required)</i> <b>Total budgeted cost:</b>					<b>£1,833</b>