

COVID-19 Catch-Up Premium

Summary information					
School	Tannery Drift First School				
Academic Year	2020-21	Total Catch-Up Premium	£22,320	Number of pupils	279

Guidance
<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, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to Year 11.</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.</p>

Use of Funds (DfE Guidance)	EEF Recommendations
<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.</p> <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>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting pupils' social, emotional and behavioural needs ➤ Supporting parent and carers ➤ Access to technology

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however there are inevitable gaps in learning. Recall of basic skills has suffered – children are not as able to recall addition facts, times tables and have forgotten once taught calculation strategies as well as efficiency at using manipulatives.
Writing	Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families, due to the purchase of Collins eLibrary, and many families having access to real books within the home. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Foundation	Certain units of work have not been taught as thoroughly, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments. Emphasis on active teaching and learning, as well as outdoor PE opportunities will support missed PE opportunities.
Non-academic	Socially children have suffered considerably due to isolation from friends, peers and family. This has had a significant impact on some children's anxieties and social skill development.

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Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Tannery Drift First School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools			
i. Teaching and whole-school strategies			
EEF recommended strategy	EEF Rationale	Specific implementation at Tannery Drift First School	Expected impact
Supporting great teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.	<p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in maths to support understanding.</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.</p> <p>The use of manipulatives in maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of COVID-19 and evidence of outcomes continue to improve across the school.</p>
	Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.	<p>Appraisal meetings (October) to identify training needs of both teachers and support staff.</p> <p>Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported.</p> <p>All teaching staff to access available CPD supporting school return.</p>	A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.
Teaching assessment and feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<p>Staff to revisit long and medium term planning, highlighting content in order to identify gaps and inform future plans.</p> <p>Assessment cycle to be revisited and Testbase purchased. The analysis will then inform future planning and Pupil Progress Meeting (PPM) conversations.</p>	Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in reading, writing and maths.
Supporting remote learning	Focusing on high-quality remote learning will always be valuable for pupils. EEF suggests that when implementing strategies to support pupils’ remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered. Ensuring access to technology is key, particularly for disadvantaged pupils; Peer interactions can provide motivation and improve learning outcomes; Supporting pupils to work independently can improve learning outcomes; Different approaches to remote learning suit different tasks and types of content.	<p>Dedicated teacher non-class based will prepare personalised learning activities and share with parents in collaboration with class teacher. Learning feedback will be shared regularly.</p> <p>Should there be multiple pupils in the same year groups isolating for individual reasons, recorded lessons will be delivered daily. Should a bubble close, recorded lessons will be delivered as per a ‘typical’ school day.</p> <p>Laptop devices supplied to families who lack electric devices at home.</p> <p>Dedicated ‘remote learning’ teacher to attend CPD and disseminate across school, sharing good practice.</p> <p>Remote learning platforms subscribed to for child access.</p>	By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted end of year targets will be achieved.

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ii. Targeted approaches			
EEF recommended strategy	EEF Rationale	Specific implementation at Tannery Drift First School	Expected impact
One to one and small group support	High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of COVID-19 partial school closures. This may require targeted one to one or small group tuition to address gaps.	Family Support Worker and Pastoral Support Worker to target vulnerable families and children who have returned. Support staff allocation and hours altered to target year groups with greatest need.	Improved transition of vulnerable children and families returning to school. Children more 'ready' to learn and access curriculum. Families feel supported with the return and relationships strengthened between home and school.
Intervention programmes	Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well- implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.	Jolly Phonics/Letters and Sounds additional sessions tailored to meet the needs of target individuals and groups of children. Daily 1:1 reading with targeted children. Pre-teaching of core maths and English skills led by support staff.	Data analysis will indicate gaps in maths and English to close and progress to accelerate.
Planning for pupils with Special Educational Needs and Disabilities (SEND)	Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND. An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.	Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach by INCo working alongside teachers ensures provision is implemented and needs met. Within both SEND reviews and PPMs, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. The deployment of teaching assistants are reviewed regularly and redeployed on need. The deployment is reflective of need/provision map. Any additional support given post universal support is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.	By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence targets achieved.

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iii. Wider approaches			
EEF recommended strategy	EEF Rationale	Specific implementation at Tannery Drift Frist School	Expected impact
Supporting pupils' social, emotional and behavioural needs	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of COVID-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Purchase and implementation of Jigsaw PSHE.</p> <p>Teachers were involved in planning for well-being approaches within their classrooms, ensuring their preparedness, as well as enthusiasm.</p> <p>The transition and recovery curriculum will be grounded in evidence-informed approaches that have proven to be effective within our context. This will be delivered within timetabled PSHE and, crucially, within everyday practices.</p> <p>Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach.</p> <p>Well-being will continue to be a focus for our SLT. We will ensure a shared language and actively plan daily check-ins with our dedicated and enhanced pastoral team. Increased presence on gate – additional members of the pastoral team will be on hand each morning to support any pupils with emotional need.</p> <p>An increased focus and school expectation to use outdoor learning regularly in the curriculum and opportunities to partake in the planned activities.</p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters, offer handy reminders for pupils and staff.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.</p> <p>Exclusions/'stages' will not increase despite pupil absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive.</p>
Access to technology	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>Access to online platforms: Tapestry (Early Years) Collins eBook Library Purple Mash Google Classroom Spelling Shed</p>	<p>By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of good progress.</p>
Supporting parents and carers	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>Parents have the opportunity to email all class-based teachers to communicate concerns.</p> <p>In addition to offering pupil SEMH support, parents will also be offered support. Pastoral team will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed. The support planned will also include food hampers, extra learning resources (e.g. colouring pencils, workbooks) and school uniform. Parents will be invited to attend online workshops delivered in house/by specialist support agencies.</p> <p>We will ensure we invest in strong relationships with parents. We will implement a differentiated approach to supporting pupils. We will create bespoke and targeted learning packs. We will ensure home learning is purposeful, achievable and well monitored by staff.</p> <p>The purchase of resources for those who choose not to access online resources.</p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged.</p> <p>Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child's education.</p> <p>By ensuring that all children are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at home, data will evidence accelerated improvement in the children's reading ability.</p>