

De Beauvoir Primary School COVID-19 catch-up premium spending: summary



SUMMARY INFORMATION

Total number of pupils:		159	Amount of catch-up premium received per pupil:	£80
Academic Year	2020-21	Total catch-up premium budget:	£12,720	

GUIDANCE

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.

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children, meaning that Springfield will be in receipt of £15,440 (193 x £80). The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students. We also spoke to other schools in our federation and in the local cluster of schools to share ideas and to build an evidence base.

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.

HOW WE WILL USE THE FUNDING

Schools should use their allocated funding to support pupils with catching up on learning lost as a result of school closures, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of Catch Up funding, the Education Endowment Foundation (EEF) has published a [Covid-19 Support Guide for Schools](#) which provides the following suggestions for evidence-based support strategies:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

We have used our knowledge of the children alongside this guidance to inform our approach to use of the catch up funding.

IDENTIFIED IMPACT OF LOCKDOWN

Year Group	What we notice
EYFS	Whilst engagement with remote learning was high during school closures, the impact of learning from home has been particularly evident for this cohort. This shows across the Early Learning Goals but is particularly noticeable in C&L, PSED and PD as well as in reading, writing and maths. Pupils have made good progress since the return to school but are still working at below age related expectations.
Year 1	The impact of learning from home has been particularly evident for this cohort. This shows in their attention and listening, spoken language and attainment across the curriculum, particularly in writing.
Phonics	Children missed significant amounts of phonics teaching as a result of school closures, due to lack of access to the small attainment groups which would have been provided on site.
Maths	Content has been missed as a result of school closures, resulting in gaps in learning. This has impacted on children's fluency, recall and ability to access subsequent learning.

Teaching and whole-school strategies

Desired Outcome	Chosen approach and anticipated cost	Impact
<p><u>Supporting Great Teaching</u></p> <p>Gap analysis of curriculum content covered in maths, science and the wider curriculum identifies essential 'missed' learning. Revision of subsequent medium term plans ensures that essential content is planned into subsequent teaching sequences.</p> <p>Forensic analysis of writing in Year 1 identifies targets for under-attaining pupils and an action plan to support achieve this. Additional teaching support enables this to happen.</p> <p>Weekly instructional coaching for Early Career Teachers supports the learning they have lost as a result of school closures.</p>	<p>Release time for senior leaders to undertake this work and meet with teachers to share revised plans with them £500</p> <p>Release time and additional teaching support in Year 1 - £1,500</p> <p>Release time for senior leaders to undertake this work and meet with teachers - £1,000</p> <p style="text-align: right;">Total Expenditure - £3,000</p>	
<p><u>Pupil Assessment and Feedback</u></p> <p>Teachers have a clear understanding of current attainment and gaps in learning through purchase and implementation of summative assessments and use to plan sequences of lessons.</p> <p>Teachers and leaders have a clear understanding of current attainment and learning priorities for each year group through attending Fundamental Check meetings in early November to analyse assessments, plan provision an</p> <p>Pupils are assessed more frequently and regrouped for phonics. Weekly release for English leader to coach and facilitate phonics lessons, targeting teaching and progress of pupils.</p> <p>Release time for teachers to PM Benchmark their classes in order to target reading appropriately.</p>	<p>Purchase and implement Rising Stars Reading and PUMA Maths tests - £1080</p> <p>Release time for all class teachers to attend Fundamental Check meetings - £500</p> <p>Weekly release time for English leader to facilitate phonics and lead on phonics assessment / interventions - £2,400</p>	

	Total Expenditure - £3,980	
<p><u>Transition Support</u></p> <p>Children who are new to De Beauvoir during school closures receive additional welcome, communication and, where possible, an earlier start date than school closures would normally allow.</p> <p>Year 6 to attend weekly P.E. sessions with a local primary school in order to practice forming new friendships and to meet children who are going to the same secondary schools as them.</p> <p>Year 6 to attend weekly after school kayaking lessons at Laburnum Boat Club to develop confidence and independence.</p>	<p>No additional cost</p> <p>Additional TA for 1 hour x6</p> <p>Additional TA for 1 hour x6</p> <p style="text-align: right;">Total Expenditure - £N/A</p>	

Targeted academic support

Intended outcome and success criteria	Chosen approach and anticipated cost	When will you review this?
<p>1:1 and small group tuition Every child in Reception to write daily with an adult during the Summer term to accelerate progress</p> <p>Teachers to lead 30 minute daily small group maths interventions targeting gaps in learning</p> <p>Year 1 - Number Box intervention with children working in bottom 10% (twice daily with bottom 5%)</p> <p>Nessy phonics intervention is used to support progress with pupils who are in the bottom 20% in Years 3-5.</p>	<p>Release for teacher - £600</p> <p>Release for teachers - £4,800</p> <p>Cost of intervention - £200</p> <p>Cost of intervention - £200</p> <p style="text-align: right;">Total Expenditure - £5,800</p>	

Other approaches		
Intended outcome and success criteria	Chosen approach and anticipated cost	When will you review this?
<p>Supporting parents and carers The newsletter, which had moved to electronic only issue prior to lockdown, to revert to hard copy issue to involve parents in the life of the school more fully.</p> <p>Access to technology</p>		

<p>There are sufficient devices and routers to enable all pupils to access the remote learning offer, meaning that all children can access the remote learning offer.</p>	<p>Provision of loaned routers and laptops for all pupils – no cost as provided by UBS and DfE.</p> <p style="text-align: right;">Total Expenditure - N/A</p>	
		<p style="text-align: right;">Overall budgeted costs: £12,780</p>