**Park End Primary School catch-up premium report**

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| **SUMMARY INFORMATION** | | | |
| Total number of pupils (Reception-Year 1): | 515 | Amount of catch up premium received per pupil: | £80 |
| Total catch-up premium budget: | £41,200 |
| **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.    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.    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** | | **EEF RECOMMENDATIONS** | |
| Schools are advised to 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.  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 this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf) 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. | | The EEF advises the following for successful pupil catch-up:  Quality teaching:   * Supporting great teaching: *explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies* * High quality assessment and feedback: *What learning has been lost, what new knowledge or experience have been gained, social and emotional outcomes to how well children learn* * Effective remote teaching * Supporting Early Career teachers * Professional development programmes for all staff   Targeted academic support:   * One to one tuition, small group tuition and carefully planned intervention programmes * Effective deployment of support staff   Wider strategies:   * Supporting parent and carers * Attendance support * Social, Emotional, behavioural and Mental health support | |

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| **IDENTIFIED IMPACT OF WIDER SCHOOL CLOSURE** | | | | | | | | |
| Maths | Recall of basic numeric skills has suffered; children are not able to recall numerical facts, times tables and have forgotten once taught calculation strategies. Arithmetic across school has decreased along with children's mathematical confidence. Specific content has been missed, leading to gaps in learning. This is reflected in low stake and formative teacher assessment. There has been at least 20% decline in pupils working at age related expectations in Autumn term. | | | | | | | |
| Reading | ​During home learning, lack of actual books in the homes of families had a detrimental impact on pupils' reading. Pupils offered several online reading schemes to try and compensate for this. Some reading books have been able to be sent out to pupils' homes during the pandemic, but this cannot be on a regular basis due to COVID-19 restrictions and the need for quarantining materials being passed between school and home. 20% decline in pupils working at age related expectations in autumn term. | | | | | | | |
| Writing | Children have lost essential practising of writing skills. The lack of the physical process of writing using a pen or pencil on paper during remote learning has had a negative impact on writing stamina and presentation, particularly the motor skills for younger pupils who were in the early stages of developing fine motor control and letter formation. The pupils have gaps in GPS and they are not all writing at year group expectations. 30% decline in pupils working at age related expectations in autumn term. | | | | | | | |
| Foundation subjects | Whole units of work have not been taught resulting in gaps in knowledge. This means that pupils are less able to access prerequisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Additionally, pupils missed out on the curriculum experiences e.g. trips, visitors which remains the same as the children return to school. | | | | | | | |
| Social, emotional and mental health | Staff and the pastoral continued communication through welfare calls to pupils and families during time away from school. Staff were able to provide families with first response support or direct to external support where necessary. However, a small number of families have been reluctant for pupils to return to school due to anxiety related to Covid-19. There has been an increase in the number of pupils who require a higher level of therapeutic support on their return to school in September. | | | | | | | |
| Wider barriers | A wider barrier identified was limited access to online learning for some pupils due to availability of devices/internet, motivation, and adult support at home which resulted in a decline in engagement with remote learning across the school over time. Identified pupils were issued with devices and internet or alternative paper packs of work. | | | | | | | |
| **INTENT STATEMENT** | | | | | | | | |
| **Rational for Park End Primary School’s catch up approach:**  The key principles that underpin the DFE advice on curriculum planning are:   * Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life * The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment * Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed   Research and evidence from the Education Endowment Foundation tells us that the greatest strategies which make a positive difference to pupil’s outcomes are high quality teaching, targeted academic support and wider support for the school community.  As such the focus of our work to support pupil catch up both during and following this pandemic will be on ensuring that these principles and priorities are met. | | | | | | | | |
| **AIMS** | | | | | | | | |
| Our overall aims of our catch-up premium strategy are:     * To raise the attainment of all pupils to close the gap created by COVID-19 school closure * To reduce the attainment gap between the disadvantaged pupils and their peers | | | | | | | | |
| **SCHOOL IMPROVEMENT PRIORITIES 2020/2021** | | | | | | | | |
| * To plan a catch-up curriculum which is focused on closing the academic gaps resulting from months away from formal schooling. * To support the reintegration and engagement of pupils across school. To develop a recovery curriculum which is focused on the social and emotional aspects of returning to school; giving students the coping strategies they need for dealing with a very different world to the one we knew earlier this year. * To respond to local/national changes through a calm, purposeful and systematic approach. To create a calm and purposeful environment. | | | | | | | | |
| **IMPLEMENTATION STATEMENT** | | | | | | | | |
| Using the principles set out by DFE and EEF at Park End Primary School we will:   1. Curriculum and high quality teaching  * Teach an ambitious and broad curriculum in most subjects from the start of the autumn term * Make use of flexibilities to create time to cover the most important missed content * Consider how all subjects can contribute to the filling of gaps in core knowledge * Through other subjects there will be an increased emphasis on reading, writing and mathematics * Substantial modification to the curriculum will be expected at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge. The aim is to return to the school’s normal curriculum content by summer term 2, 2021 * Teachers will be expected to use professional skills and knowledge to plan on the basis of the educational needs of pupils * Within subjects, teachers will decide upon the most important components for progression and ensure there is a greater focus upon these elements  1. Assessment  * Curriculum planning will be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment and low stake assessments (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) * We will continue to use current tracking systems however this will be now termly assessments (end of each term)  1. Remote curriculum  * We will further develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum in the case of a local lockdown or groups of pupils not educated in school * We will plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress  1. Targeted academic support  * Deployment of support staff will be planned to best support needs of the school (e.g., ensuring school environment and staffing deployment is meeting health and safety standards for Covid 19) and needs of the pupils (targeted interventions, small group teaching, 1:1 support)  1. Wider strategies  * The school care team will continue to support families across school, particularly vulnerable families and pupils * Attendance support will be a priority for the care team. The school will commission support from the Local Authorities Education Welfare Officer * The school care team will continue to deliver social, emotional and well-being support to pupils across school, redesigning the deliver to meet Covid 19 health and safety adaptions * School will commission a greater level of higher level therapeutic intervention for those pupils who are identified by the care team * Incredible Years programme will continue to run remotely, delivered by care team and CAMHS | | | | | | | | |
| **CORONAVIRUS CATCH-UP PREMIUM** | | | | | | | | |
| School leaders have identified the best use of spending to address the principle and priorities described above (please see coronavirus catch up premium table below) | | | | | | | | |
| **PLANNED EXPENDITURE INCLUDING USE OF CORONOVIRUS CATCH UP PREMIUM** | | | | | | | | |
| **EEF recommendation addressed** | | **Action** | **Intended aim and impact** | **How the effect of this expenditure will be assessed** | **Cost** | **Staff lead** | | **Evaluation** |
| Quality teaching  Targeted academic support | | x1 additional teacher Year 6  Sept-Aug 2021 | To provide enhanced pupil to teacher staffing ratio in Upper Key Stage 2 to enable immediate classroom-based intervention in preparation for end of key stage assessment | Continuous rigorous assessment of pupil progress  End of key stage 2 outcomes | £34,139 | J Rodwell  Head Teacher  S Armes  UKS2 leader | |  |
| Quality teaching  Targeted academic support | | x1 additional teacher Year 2  Sept-Dec 2020 | To target pupils specifically with early reading and phonics | Continuous rigorous assessment of pupil progress  Phonics screening results for Year 1 and Year 2 | £8,534 | J Rodwell  Head Teacher  S Wallis KS1 leader | |  |
| Quality teaching  Targeted academic support | | X1 additional teacher Nursery Sept-Dec 2020 | To provide enhanced pupil to teacher staffing ratio in Nursery | Continuous rigorous assessment of pupil progress | £7,120 | J Rodwell  Head Teacher  L Richardson  EYFS leader | |  |
| Targeted academic support | | TA from KS1 transitioned to year 3 with pupils to deliver RWI phonics small group intervention September – December 2020 | To provide focused catch-up small group support to pupils who need further phonics support and who missed phonics teaching due to lockdown | Pupil progress meetings | £8,243 | J Rodwell Head Teacher  K Rennison LKS2 leader  S Wallis  KS1 leader/RWI lead | |  |
| **Total budget cost** | | | | | | | £58,036 | |
| **Cost paid through Covid catch up premium** | | | | | | | £41,200 | |
| **Cost paid through school budget** | | | | | | | £16,836 | |