

SUMMARY INFORMATION

Total number of pupils:	108	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8800		

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.

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

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](#).

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 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.

EEF Recommendations

The EEF advises the following:

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

Rationale: At Heather Primary 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.

Identified Impact of Lockdown	
Maths	Specific content has been missed and this has been built up from March 2020 lockdown and January 2021 partial opening. Despite engagement in remote learning from January 2021 was high it was challenging to maintain the pace of delivery and of learning as it would occur in the classroom. Misconceptions during remote learning were not always easily identifiable. Our younger children, may have engaged well during the teacher led sessions but found the independent application at home more of a challenge.
Reading	All children had access to reading books from school during the partial closure. Staff worked hard to maintain a love of reading by holding daily story sessions. Some children were also provided the opportunity of 1:1 reading time where staffing allowed but this was a small number of children . Those who were supported well with reading at home maintained a reasonable level of reading fluency and understanding; however, the gap has widened between those who did not. Children who were in the early stage of their reading career had not necessary based a sound enough grasp of phonics to be able to continue their reading journey at home.
Writing	Although those children who readily accessed the daily remote English sessions continued to be taught writing following the T4W principles it was challenging for lots of children to write with fluency and depth without the regular input of the class teacher. Not all families were able to submit pieces of writing for feedback. The younger children found it challenging to access writing independently due to poor fine motor skills and needing support the segment for spelling etc. those who completed little writing at home have found the transition back into school challenging due to writing stamina and motivation to write being diminished.
Independence Skills and Learning behaviours	A large number of children, particularly the younger children have returned to school with a lack of motivation or resilience to complete work independently. Self-help skills with coats, putting on shoes, tying laces etc have also been a challenge .
Social Skills	All children are delighted to be back in school and have clearly missed their peers resulting in an increased need for time to socialise and re-establish relationships.

EEF suggested approach	Actions	Budget/resource implications	Monitoring	Timescale	Success criteria/Impact
Targeted Support High-quality one to one and small group tuition Supporting great teaching	Small group additional sessions after school with targeting children in their bubble led by staff who work in that bubble – reading fluency/comprehension, consolidation of key number skills	£3000	MM	September 2020 ongoing	Over time all pupils will gain the subject knowledge outlined in the national curriculum By July 2022 – all children to be on track with their learning as was in March 2020

EEF suggested approach	Actions	Budget/resource implications	Monitoring	Timescale	Success criteria/Impact
Targeted Support High-quality one to one and small group tuition Supporting great teaching	Additional LSA to work in EYFS 1x afternoon a week to release NNEB to complete targeted speech and language interventions	£410	MM	Autumn and Summer	Children with SALT difficulties to make good progress within speaking and listening from starting points
Targeted Support High-quality one to one and small group tuition Supporting great teaching	Supply teacher cost to release teachers during the school day to work with target children in key areas	£2000	MM	Summer	Targeted individuals/groups receive high quality, focused interventions from class teacher. Provision for rest of class also remains high quality.
Targeted Support High-quality one to one and small group tuition Supporting great teaching	Supply cost of experienced KS1/EYFS teacher to deliver targeted early/ley reading and maths interventions for years 1-4	£2350			Targeted individuals/groups receive high quality, focused interventions from experienced teacher.
Teaching & whole school strategies Supporting great teaching	Purchase materials to support teachers in identifying gaps in order to move learning on. WELLCOM – speech and language assessment and activities Sandwell maths Screen	£950	MM	September	Gaps identified and targets teaching in place to close the gaps
Teaching & whole school strategies Supporting great teaching	Purchasing of key high-quality texts to reengage targeted year 5/6 pupils with reading	£170	MM	Summer	Key children attend Book Club