Covid Catchup Premium Strategy
2020-21

Stourport Primary Academy

SEVERN ACADEMIES EDUCATIONAL TRUST

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What is it?

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

Tier 1 - Teaching and whole school strategies

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

Tier 2 - Targeted approaches

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

Tier 3 - Wider strategies

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

Anticipated Allocation: £24,000

Summary Information as of September 2020

	All	Boys	Girls	PP	SEN Supp	SEN EHCP	EAL	Gypsy Roma/ Traveller
Year R-6	305	150	155	81	37	1	23	47
	100%	49%	51%	27%	12%	0.33%	7.54%	15%
Year R	44	20	24	4	0	0	1	3
	100%	45%	55%	9%	0%	0%	2%	7%
Year 1	40	22	18	14	10	0	0	2
	100%	55%	45%	35%	25%	0.00%	0.00%	5%
Year 2	42	18	24	10	3	0	0	7
	100%	43%	57%	24%	7%	0.00%	0.00%	17%
Year 3	46	21	25	16	6	1	2	13
	100%	46%	54%	35%	13%	2.17%	4.35%	28%
Year 4	44	19	25	12	5	0	3	8
	100%	43%	57%	27%	11%	0.00%	6.82%	18%
Year 5	44	25	19	11	4	0	9	5
	100%	57%	43%	25%	9%	0.00%	20.45%	11%
Year 6	45	25	20	14	9	0	8	9
	100%	56%	44%	31%	20%	0.00%	17.78%	20%

Identified Impact of Lockdown

Personal, Social and Emotional Wellbeing	Many children have been deprived of the ability to socialise with their peers and the social development, relationship building and conflict resolution they would have experienced if they had been in school. In Key Stage 2, where children have had access to personal devices, communication with peers has sometimes caused conflict. Many children have struggled in the transition back into school routines and expectations. Some children and families are still anxious about Covid-19 and a group of learners still have not returned to school this year. For others, when there is an outbreak in school, this results in anxiety-related absence from school.
Reading	Some children accessed reading more than other subjects at home, but this is not the case for many, reducing the children's fluency and stamina. Where children have read, this is likely to have been de-coding based in KS1 or for pleasure, rather than a focus on developing comprehension skills. It is evident that some children have not read at all during the lockdown period, particularly in the lower school. As a result, children's stamina for reading has been significantly affected. The development of vocabulary for many children has plateaued as they have not been exposed to the quality, challenging texts they would have been in school.
Writing	While children haven't necessarily missed 'units of learning', children have missed practicing writing skills. It is evident that many children did not write for a significant period of time. In Key Stage 1, many children have lost the basic pencil grip and fine motor skills. Due to the nature of the online learning set, there has been a diminished need child further up the school to write at length. As a result, the children's stamina has been significantly reduced.
Maths	In Maths, significant elements of the previous year's curriculum was not delivered and as a result, many key building blocks, particularly earlier in children's journeys will need to be delivered prior to this year's content. Where new content was delivered in the Spring term, and was not fully embedded, this will also need covering for many learners. The recall of basic skills is poor for many children – for example, place value, multiplication tables, number bonds and calculation strategies.
Other	There are now significant gaps in knowledge – whole schemes for learning have not been taught 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 powerful curriculum moments. The school curriculum is constantly under review to ensure children acquire missed learning over the next few years so that they can continue to progress and make links across their learning. Additionally, it appears that many pupils' fine motor skills (for example drawing, cutting etc.) are not as strong as we would expect them to be at this point in their journey.

Teaching and whole-school strategies

Strategy	EEF Rationale	Estimated Impact	Cost	Staff lead	Comments
Design and implement a recovery curriculum	Quality first teaching with a clear priority on speaking, reading and mathematics	• The curriculum is right for the children. Successful transition back to school. • Children re-establish relationships and routines. • Children re- visit learning.	£1000 resources	AM/JE	Curriculum review with AM Key gaps identified Focus on PSHE and
High quality CPD for all staff	Deepening subject knowledge and staff understanding of the taught content in their year groups	• Staff confident to deliver the evolving curriculum • Staff confident with use of new technologies • Provision for children is the best it can be, irrespective of their location • Gaps in learning close and children make progress	£1000 time	AM/GW	PDM Calendar in place
Effective Assessment of pupil gaps and precise feedback to move pupils' forward	Ensuring that pupils in need of support receive the necessary 'scaffolding' to access their learning and address gaps Ensuring that assessment systems are manageable and help staff understand what pupils have or have not learned	• Initial assessments in place to identify gaps in learning/benchmark • Strategies (below) to address gaps • Marking and feedback feed in to teaching sequences and move children forward	£500 Time/CPD	GWAM	Benchmarks recorded on Educater Formative Assessment ongoing using the stars Gaps in learning identified and reviewed through PPA Termly Pupil Progress Meetings
		Total spend:	**£2500**		

Targeted support

Action	EEF Rationale	Estimated impact	Cost	Staff lead	Comments
To support individuals and groups of pupils through high-quality one-to-one and small group tuition.	Effective deployment of teaching partners to address gaps in learning on a 1-2-1 and small group basis	• Individual pupil knowledge and skill gaps are identified and closed • Pupils confidence continues to grow • Children continue to progress with their peers in class	£16,000 inc on costs	JE FG BW	Children identified in KS1 and 2 Programme in place Specific targets and gaps identified Reviewed through PPA and PPMs
To support individuals and groups of pupils through structured interventions	Targeted and structured interventions led by well-trained and experienced staff:	• Pupils demonstrate clear progress against predefined targets. • Children's social and emotional development is supported • Children continue to make good progress	£3500	PN Phase Leaders	Key pupils identified for academic and social/emotional Plans and groups in place Monitoring through Class Teacher and subject leaders.
National Tutoring Programme	Effective deployment of teaching partners to address gaps in learning on a 1-2-1 and small group basis	• Individual pupil knowledge and skill gaps are identified and closed • Pupils confidence continues to grow • Children continue to progress with their peers in class	TBC	JE GW	Pupils identified across the school Programme in place Tutors to liaise with class teachers to discuss foci – through PPA Reviewed through PPA and PPMs
		Total spend:	**£**		

Wider strategies

Action	EEF Rationale	Estimated impact	Cost	Staff lead	Comments
Supporting pupils' social, emotional and behavioural needs	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	• Well-being and PSHE are delivered with a joined-up approach • Children are happy and confident as they return to school after lock-down and subsequent out-breaks. • Children have a language to discuss how they feel and can verbalise it effectively. • Serious, negative behaviour issues are minimal.	£500 resources £500 time	PN NB	Purchase Jigsaw across the school and implement through staff training. Monitored through SLT and Jigsaw Lead Effective transition to new teachers – letters to send to new pupils introducing new teachers/classes. Wellbeing activities to start each day Additional support through targeted nurture groups.
Provision of Remote Technologies and required staff CPD	Delivery of an effective remote teaching in the event of a partial or full school closure 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.	• Staff have the skills and confidence to deliver remote education that is in line with whole-school teaching • Pupils have access to devices through the DFE Chromebook scheme. • Pupils have access to high quality teaching from their teachers as well as other learning tools including TTRockstars and Spelling Shed.	£1000	GW	Audit of pupil provision at home Staff training completed and ongoing support given Protocol in place for loan of equipment for pupils Records of engagement kept and conversations had with families not engaging Monitoring of online provision by SLT Packs in place for pupils who cannot access remote teaching

Total spend:	**£2,000**