



Covid catch-up premium Spend Report 2020-2021

School Name	Echelford Primary School
Pupils in school	607
Catch-up premium received per pupil:	£80
Total catch-up premium budget:	£47,200 based on 590 pupils
Academic year or years covered by statement	Forecasted spend for 2020-2021
Publish date	November 2020
Review date	September 2021
Statement authorised by	
Catch-up premium lead	

What is Covid catch-up premium funding?

The government has announced funding to support children and young people to catch up due to the disruption to their education as a result of coronavirus (COVID-19). This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision.

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.

This funding will be provided in 3 tranches. Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#).

- The first payment was made at the beginning of the 2020-21 academic year.
- A second grant payment will be made in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used to determine the amount granted. This second grant payment will also take account of the initial part payment made in autumn 2020.
- A third payment will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Use of funding

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.



Our catch-up premium strategy

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- The mental health needs of pupils are met and supported by the school

Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

We have identified the following barriers:

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in phonic knowledge for Year 1 children due to missed teaching time in Reception
B	Gaps in phonic knowledge for Year 2 children due to missed teaching time in Year 1
C	Gaps in Year 6 maths knowledge- readiness for end of KS2 assessment.
D	Staff to develop their strategies to ensure wave 1 teaching is secure

ADDITIONAL BARRIERS	
External barriers:	
E	Children with poor attendance since September
F	High number of children in Reception who are not school ready
G	Children who did not engage with online learning during closure.
H	Limited access to resources to support with home learning e.g. range of reading material
I	Some children may struggle to settle back into school and class routines.

Planned expenditure for current academic year 2020-21

The tables below demonstrates how we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

QUALITY OF TEACHING FOR ALL e.g. whole school initiatives				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
A	Phonic lead appointed Phonics videos shared to support parents	Staff in KS1 feel confident in applying a range of engaging phonics activities in their teaching and supporting children and parents with their phonological gaps.	Develop staff knowledge and confidence in teaching to ensure all teaching is good.	85% achieve Y1 phonics screening.
B	Member of SLT supporting Y2 with delivery of class based phonics.	Staff feel confident in the whole class teaching of phonics. Children make good or rapid progress in phonics.	Classes cannot mix as they would usually to target children who had not achieved their phonics screening.	85% of Y2 children pass Y1 phonics screening in Autumn 2.



QUALITY OF TEACHING FOR ALL e.g. whole school initiatives

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
C	Whole school training on maths meetings and how to use these to pre teach and review skills.	Children make good progress in maths	Important to ensure children have secure fundamental maths skills in order to make necessary links in their knowledge to progress.	% achieving ARE in maths at the end of the year in KS1 and KS2 is in line with 2019 data.
D	Additional teacher mentoring and training by SLT training on specific areas: - assessment - online remote learning - planning sequences of lessons - Curriculum	NQTS make rapid progress within their teaching	Seven new members of teaching staff (33%). Important for these staff to quickly understand where the school curriculum was before Lockdown and support any gaps in their own training.	Monitoring shows NQT classes are on track. Gaps in subject knowledge are identified and addressed.
E	Track attendance of children and work with pastoral team and Inclusion officer to challenge non-attendance.	Attendance data is stable and increasing throughout the year.	To provide a range of attendance strategies to support families and re-establish school expectations.	For the overall school attendance to increase from September 2020 – 91.3% in the first full week of term.
F	Additional support for Reception cohort - Toilet training - Speech and Language support	Children will be toilet trained. Speech and Language interventions show positive impact.	Significant number of children began in September but were not school ready. (Required toilet training and had key speech and language difficulties.)	Number of children achieve GLD in line with 2019 data.
G	Class teachers released to make individual phonecalls to all parents in Autumn 1. Maths homework set using Google Classroom. New set of Chromebooks purchased to ensure all KS2 have access to IT technology in school, upskilling them to be confident in managing their	% of children engaging in online home learning in 2020-21 bubble closures increasing from school closure in 2019-20.	Evidence from parent surveys and phonecalls show that children are most likely to complete home learning when learning is interactive and feedback provided. Children have their own individual chromebook rather than sharing. Reducing the close contact between	Increase in % of children submitting work online. Positive parent responses.



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Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
	online learning at home. Increased resources also ensures all staff area able to work remotely.		them in their classrooms.	
H	Purchase new reading books.	Reading scheme is broad and provides children with the appropriate level for their reading.	More reading books required as children were sent home with books at school closure and some have not returned or are not fit for purpose.	% achieve GLD. % achieve ARE in Reading at KS1. % achieve ARE in Reading at KS2.
I	Stay on Green training for all staff.	A consistent approach to behaviour is in place and used throughout the school to maintain high levels of behaviour.	Seven new members of staff who have not used this system and the need for consistency across the whole school.	Behaviour data using internal tracking systems (CPOMS) shows a /reduction in the number of incidents.
Total budgeted cost:				£22,922.88

TARGETED SUPPORT e.g interventions, group tuition, 1:1 support

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
A	Targeted phonics packs sent home	Children make rapid progress from the gaps identified in their phonics assessments.	Blending identified as a key area of challenge for Y1 pupils.	85% of children pass the phonics screening in Y1.
B	Daily phonics interventions by several members of the teaching staff who have experience of phonics teaching.	Number of children achieving the ARE screening for Y1 increases from September to testing in November.	Children identified with gaps in their phase 5 phonics knowledge.	85% achieve the Y1 phonics screening. % achieve ARE in Reading at the end of KS1 in line with 2019 data.
C	Maths support provided remotely by an experienced Y6 teacher.	Gaps in knowledge are identified and addressed through 1:1 tuition.	Qualified teacher with experience of Y6 identifies subject knowledge gaps and addresses misconceptions.	% achieve ARE in mathematics at KS2 in line with 2019 data.
D	Chromebooks for 1:1 tuition.	Children with gaps in their knowledge have daily interventions and make rapid progress from short targeted 1:1 sessions.	To reduce mixing of bubbles and time wastage. Remote teaching team can offer 1:1 tuition throughout the day	Phonics and maths data remains in line with national/2019 school data.



TARGETED SUPPORT e.g interventions, group tuition, 1:1 support

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
			accessed by children on Chromebooks.	
E	Attendance Meetings and targeted communication	Encourage all children to return to school and access their education.	To identify persistent absenteeism and share a rationale for returning to school. To support families in making significant changes to their home routines.	Reduction in persistent absence. Increase in overall attendance figures from 91.3% in September 2020.
F	HSLW support to specific children and families	Relevant support signposted and referrals made to support families with children's needs.	Significant number of children began in September but were not school ready.	Increase in number of families accessing HSLW support and referrals to outside agencies.
G	Year leaders released weekly to ensure work on Rainbow classroom matches the coverage in school so that individual isolation periods have minimal impact on missed work. Member of support staff leading feedback of Rainbow classroom and making regular contact with individual pupils who are isolating.	% of children engaging in online home learning in 2020-21 bubble closures improves. Amount of work submitted increases from first school closure in 2019-20.	Evidence from parent surveys and phonecalls show that children are most likely to complete home learning when learning is interactive and feedback provided.	Increase in % of children submitting work online. Positive parent feedback.
I	Pastoral support – targeted ELSA sessions	Improved attendance and engagement. Parents report reduction in anxiety at home.	Small group of children identified requiring additional support following school closure. These children had not previously been identified to the pastoral team. Small group of children identified requiring additional support following school closure. These children had not previously been	Feedback from pupils, teachers and the ELSA shows positive engagement. Pastoral Log analyses specific input. Reduction in behaviour incidents. Feedback from pupils, teachers and the ELSA shows positive engagement. Pastoral Log analyses specific input. Reduction in behaviour incidents.

TARGETED SUPPORT e.g interventions, group tuition, 1:1 support				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
Total budgeted cost:				£24,582.40

OTHER APPROACHES e.g Behaviour approaches, mental health and social/emotional support.				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	How we will measure the impact of the initiative
D	Purchase of IT equipment including webcams to ensure that observations of teaching can continue.	Appraisal process to continue. Teaching continues to develop and new teachers are able to observe and learn from more experienced members of staff without risk of bubble closures.	Observations and drive to continually improve and develop teaching continues without increasing numbers of staff in a room/crossing bubbles.	Teaching observed to be good or better in all observations.
I	Purchase of additional walkie talkies	Staff feel confident in their bubbles. Staggered drop off and collection embedded for whole school community.	Bubble system and staggered dismissal requires each class to be able to access SLT support.	Staff report feeling supported and number of behaviour incidents remains low. Staggered drop off and collection procedures embedded for the whole community.
Total budgeted cost:				£1067.00

Total Expenditure: £48,572.28

