

# Essex Primary School

## Catch up funding 2020-21 (Reviewed Autumn 2021)

Summary information					
<b>Academic Year</b>	2020-21	<b>Total funding allocated</b>	£66,000	<b>Date of most recent review</b>	Spring 2021 Summer 2021
<b>Total number of pupils on roll</b>	904 pupil on roll (9/12/20)	<b>Funding Received</b>	£38,920	<b>Date for next internal review</b>	Autumn 2021

### DFE Guidance on Catch up Premium

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the pupils who are the most vulnerable and who have disadvantaged backgrounds. Essex Primary School will make every effort to support the most vulnerable and disadvantaged pupils with their learning.

**Funding allocation** : Schools allocation is calculated on a per pupil basis, mainstream schools will get £80 for each pupil from reception to year 11 inclusive.

**Use of Catch up 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 curriculum expectations for the next academic year.

#### Education Endowment Fund Recommendations:

##### Teaching and whole school strategies

- High quality teaching for all
- Pupil assessment and feedback
- Transition support

##### Targeted approaches

- High quality one to one and small group tuition
- Intervention programmes

##### Wider strategies

- Supporting parent and carers
- Access to technology

Planned expenditure			
Quality of teaching for all			
Action	Approach/Rationale and Ensure implementation	Staff lead	Review and Impact
High quality teaching for all	<ul style="list-style-type: none"> <li>Greater focus on PSHCE sessions addressing any SEMH issues</li> </ul>	LT	<p>Expectations for PSHE have been raised and developing pupils' skills in being able to address issues that may arise in their lives so they are prepared for the next stage. The updated progression for PSHE came into effect from September 2020, with the RSHE content revised and agreed by Governors, staff and parents from January 2021.</p> <p>Pupils are improving their skills in: being more resilient; being more aware and acknowledging their own and each others' feelings and emotions; being able to make more healthy choices and understanding why it is important; how to keep themselves and each other safe; understanding the emotional changes they may go through as they get older; developing increased respect for each others similarities and differences and challenging stereotypes; being able to develop strategies when dealing with conflict or difficult situations; being more aware of the environment and the world around them; are more willing to talk to each other and adults to share concerns.</p>
Effective baseline assessment	<ul style="list-style-type: none"> <li>Objective mapping reorganisation of the curriculum based on learning that has been missed.</li> <li>Year Group meetings with a focus on access to remote learning and gaps in learning</li> <li>Diagnostic assessments in all year groups</li> </ul>	DHT AHT	<p>Throughout 2020-21 subject leaders mapped a clear progression of tier 2&amp;3 vocabulary, knowledge, skills and concepts for their subjects then prioritised which LOs to focus on during remote learning and which would be best to teach on return.</p> <p>For Maths and English, a bespoke, remote curriculum was devised and followed.</p> <p>Decisions were made to pitch learning close to age related expectations and introduce more scaffolding and shortburst retrieval practice to bridge any gaps in</p>

			<p>learning. Live lessons included foundation subjects, ensuring a continuation of coverage throughout the lockdown periods. Other foundation lessons were presented as slides with voiceover. Project based learning, linked to curriculum themes, was set with different levels of challenge that all pupils must, should or could achieve. On return to school, priority has been given to setting specific skills based objectives alongside new knowledge. The progression documents have been useful in assessing the gaps in pupils' learning, as a result of lockdown, and planning essential learning activities to close the achievement gap, e.g. fractions were taught in Summer 1 in year 4 on return to school. Teachers are using the NCTEM maths curriculum prioritisation materials for maths journaling activities. A number of new online tools were purchased, e.g. Britannica Online and Bug Club to support remote learning and continue to be used by pupils in a more blended approach to learning. Teacher assessment shows pupils are on track to meet end of year targets set.</p>
Support remote learning	<ul style="list-style-type: none"> <li>• Staff training on remote technologies (Google Classroom, Zoom, Google Meets)</li> <li>• Blended teaching approaches planned into units of work</li> <li>• Support families with devices (Chromebooks)</li> </ul>	LT	<p>Chromebooks have been purchased to support remote learning</p> <p>Pupil Engagement Data for remote learning during the lockdown period was excellent.</p> <ul style="list-style-type: none"> <li>• EYFS (73% - 85%)</li> <li>• KS1 (77% - 90%)</li> <li>• KS2 (85%- 94%)</li> </ul>
Continuous Professional development for all staff	<ul style="list-style-type: none"> <li>• Training on the use of online technologies to deliver high quality live lessons</li> <li>• CPD developing subject knowledge</li> </ul>	LT	<p>Lesson observations during spring 1 (remote learning) were all good or above. All staff are highly skilled to use Zoom &amp; Google classroom effectively to deliver high quality lessons.</p>
<b>Total Budgeted Cost</b>			<b>£10,000</b>

Targeted Support			
High quality small group sessions	<ul style="list-style-type: none"> <li>Reading sessions with class teachers after school for all year groups (Year 1 - Year 6)</li> <li>Saturday School sessions for targeted year groups</li> </ul>	Phase / year group leads	<p>Summer Data for all year groups demonstrates good progress.</p> <p>Teachers evaluations / assessment of individual pupils demonstrate very good progress for all pupils who attended the afterschool reading sessions and Saturday School.</p>
Improve progress and attainment in English and Maths	<ul style="list-style-type: none"> <li>Qualified teacher in each year group to do catch up intervention sessions to ensure accelerated progress</li> </ul> <p><b>Review</b> Due to covid restrictions the school faced difficulty in employing teachers for each year group.</p> <ul style="list-style-type: none"> <li>Reception class received a qualified teacher for intervention Autumn term 2020</li> <li>Year 2 pupils received a qualified teacher for intervention Autumn term 2020</li> <li>Year 3 pupils received a qualified teacher for intervention Summer 2021</li> </ul>	Phase Leads AHT	<p>Summer data for years 2 and 3 shows pupils met the end of year target and made good progress.</p> <p>Data has been shared with governors in Summer 2021.</p>
<b>Total Budgeted Cost</b>			<b>£60,405</b>
Wider Strategies			
Communication and supporting parents	<ul style="list-style-type: none"> <li>Regular Covid-19 updates via School Ping and parent meetings</li> <li>Remote learning support provide to parents</li> <li>Electronic devices provided by the school for parents to support pupils</li> <li>Leadership Team and Pastoral team (Learning Mentors) regularly contacting parents</li> </ul>	Ex HT As HT	<p>Pupil attendance during remote learning was very good (see pupil engagement data above).</p> <p>Parents who requested a device for their child received one, this enabled the children to access learning from home.</p>

Tackling non - attendance	<ul style="list-style-type: none"> <li>• Daily monitoring of online learning registers - Learning Mentors, AHTs, teachers, and safeguarding team follow agreed system to contact parents</li> <li>• Home visits made where required</li> <li>• Support with remote learning</li> <li>• Paper copies/ packs provided where necessary</li> </ul>		Parents were aware that school was monitoring attendance therefore took more responsibility to ensure their child attended sessions remotely.
<b>Total Budgeted Cost</b>			<b>£0</b>

**Total budgeted Cost (2020-2021) = £70,405**

**Actual cost (2020-2021) = £72,335**