

## COVID-19 catch up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	420 (349 eligible)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£27,920 (£20,000 in the budget until April 2021 then plan will be reviewed).		

## STRATEGY STATEMENT

- Many children from Reception to Year 6 engaged with the detailed online learning that the school provided during lock-down.
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school.
- Attendance was stable across all year groups upon return. Overall attendance for Week 1 was 95.8% rising to 96.4% at the end of the first half term.
- Due to Key Worker demand our school was fully open over the summer holiday period, that being said no school based or remote learning took place over the summer break. We did have a holiday club which was attended by children of Key Workers from within and outside of our school community.
- As a staff we discussed taking consistent baselines for Reading, Writing and Mathematics at the start of the year. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We agreed that these baselines should be carried out by the end of September 2020.
- Following the baselines taken from Teacher Assessment and Standardised testing a RAG system was established. Red= children who had markedly fallen behind Age Related Expectation, Amber- Children in need of a light touch to catch up to peers and Green= children who were already working at ARE
- SLT then discussed how best to provide support and interventions across Reading, Writing and Mathematics in order to help children to catch up in their areas of identified need.
- At a staff meeting, it was agreed that the most effective strategy for intervention and targeted support was for teachers to provide regular intervention on a 1:1 or small group basis, alongside quality first teaching and routine interventions with Teaching Assistants. The teaching would be highly focused on the children's areas of development and targets so that they can catch up with their peers at Age Related Expectation.
- Parents were informed if their child was assessed as Red, Amber or Green by the class teacher and therefore what level of support their child was to receive

## BARRIERS TO FUTURE ATTAINMENT

Academic barriers:	
A	To use September baseline assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing and Mathematics.
B	Some pupils may have had limited access to reading and learning materials during the summer term and therefore, their reading ages and phonics understanding may be lower than expected at the beginning of Autumn 2020
C	Home learning can be developed further during this academic year to improve access to learning at home for all pupils. Home Learning was also varied dependent on other family demands such as working from home, furlough etc.

## ADDITIONAL BARRIERS

External barriers:	
D	To focus upon strategies and support which develop greater resilience and self confidence in our children
E	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19
F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Reading, Writing and Maths assessments undertaken in 2020 will identify children in need of further targeted support. (Summative tests (End of previous academic year paper) and formative tracking.</p> <p>Quality First Teaching: Teachers deliver well planned, differentiated lessons that target groups who are required to make accelerated progress</p>	<p>Progress is accelerated term by term to ensure pupils can access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age-related expectations by end of Summer term 2021.</p>	<p>Initial September baseline assessments in key identified areas. Ongoing teacher assessments during each term. End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p> <p>Determined from assessments made at the start of the autumn term 2020. End of year baselines to be used – July 2021.</p>	<p>Ongoing formative assessment tracked using Classroom Monitor/Target Tracker to identify areas of development and gaps filled.</p> <p>Class teachers have termly progress meetings with SLT.</p> <p>Half termly monitoring of RAG groups and targets.</p>	<p>HT/DHT strategic overview. English and Maths leads within school. Class teachers on an ongoing basis.</p>	<p>November 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p>
Total budgeted cost:					
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Routine Phonics, Reading, Writing and Maths Intervention: 1:1, small group teaching with a qualified teacher. DH to timetable release time for teachers to target children who were RAG rated as Red and Amber. Time proportionate to number of children in need extra support.</p>	<p>Children in need of accelerated progress received quality first teaching in small groups or 1:1 with a qualified teacher. Areas of development are planned for, taught and assessed where needed. Specific intervention and resources are adapted for need.</p>	<p>Ongoing school based attainment and progress trackers across each half term in 2020/2021  Research from the EEF states that one of the most effective strategies for progress is quality first teaching  Feedback from staff on most effective provision</p>	<p>SLT to monitor delivery of sessions.  Gaps in learning assessed and tracked by the teachers and reported by Target Tracker/Classroom Monitor.  End of year summative assessments.  Regular review of RAG ratings.</p>	<p>DH  Teachers  SLT</p>	<p>November 2020  February 2021  April 2021  July 2021</p>
Total budgeted cost:					18,000
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>CPD provided for staff on the effective use of the new online learning platform – Seesaw. Children are trained in its use after this initial staff training in first half of Autumn term 2020.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively by the October half term 2020. Home learning (homework) and communication with</p>	<p>Effective parental engagement supports home /online learning and ensures greater consistency of learning for children.  Homework is completed using the online platform.</p>	<p>Monitoring of uptake and engagement.  Monitor work completed and comments made by teachers and children within the dialogue boxes.</p>	<p>HT and DHT to provide project overview.  Class teachers to be responsible for tracking</p>	<p>As and when needed  At least half termly SLT monitoring of uptake.</p>

<p>Parents/carers are made aware of the platform and how it can support and develop and extend home learning.</p>	<p>parents is enhanced (possible use of parent/ pupil surveys and questionnaires)</p>	<p>Before and after surveys to be used with teaching and support staff to assess the impact on knowledge and use of strategies.</p>		<p>engagement and working with parents to increase uptake and reporting back to SLT</p>	
<p>Prioritise children's mental health and attitude to school and learning.</p> <p>To encourage all staff to access emotional well being / behaviour training as it becomes available during 2020/2021</p> <p>Trackit lights used to record and monitor changes in behavior by individuals</p>	<p>Maintain the high / positive levels of behaviour that we expect from our children</p>	<p>Children continue to have a positive attitude to school and learning and good relationship with each other and staff in school.</p> <p>There is not a marked change in negative behaviors exhibited by children as tracked by Trackit- lights and also recorded on CPOMS (online safeguarding system).</p>	<p>Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond- Trackit lights reviewed half termly by SLT.</p>	<p>HT to overview process. Staff to attend CPD as and when they feel they require it.</p>	

<p>All staff to take shared responsibility to monitor and support our children's mental health.</p> <p>Weekly catch-ups with all children</p> <p>Focused monitoring and support by SENCo and SLT of individuals where needed</p> <p>Thoughtful time to continue as a way for children to reflect and share their ideas and beliefs.</p> <p>Strategies to support and improve children's resilience and perseverance</p>	<p>Children feel that their mental health is as important as their physical health</p> <p>Children know they are listened to and have someone to share their feelings with</p> <p>Discussions about feelings and mental health are regular and expected by children.</p> <p>Resilience to challenge and stamina in learning to increase during school tasks</p>	<p>Covid-19 will have had a detrimental effect on some of our families' and children's mental health. We must support and discuss openly feelings and emotions and monitor closely for negative changes.</p> <p>Children's learning and outlook on education and life is affected by their mental health.</p> <p>Children will be unpractised in learning tasks and the majority of our children will have some sort of learning fatigue. We must use strategies to gradually build resilience and stamina to pre-Covid levels.</p>	<p>CPOMs- online safeguarding monitoring</p> <p>Track it lights- changes in behaviour tracked</p> <p>Staff discussions</p> <p>Thoughtful time responses.</p>	<p>This is everyone's responsibility</p> <p>HT to lead with Mental Health champions and class teachers.</p>	<p>At least half termly routine monitoring</p> <p>As and when needed for individual cases.</p>
Total budgeted cost:					£2000

## ADDITIONAL INFORMATION



# Ellenbrook Community Primary School

