



EPS Catch-up premium report

SUMMARY INFORMATION					
Academic Year	2020-2021	Total catch-up premium budget:	£21,840	Total number of pupils:	273

GUIDANCE	
<p>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.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ intervention programmes<ul style="list-style-type: none">➤ Extended school day <p>Wider Strategies</p> <ul style="list-style-type: none">➤ Support parent and carers➤ Access to technology➤ Summer Support

IMPACT OF LOCKDOWN

We carried out a thorough assessment and more general enquiry into how Reading, Writing, Phonics and Maths, skills have been affected by the gap in schooling. It is clear that the lockdown period had a significant negative effect for all of the children to a greater or lesser extent.

Reading	<p>With regard to phonics, it is clear that this varies the most and that some recall previously taught phonics well, whereas other children had forgotten them completely. The thorough assessments and the screening due in November, led us to prioritise catch up work in this area in the autumn term in Key Stage 1. Unsurprisingly, some phonics learning has been forgotten and in general, the children started the year behind where they would have expected to be in March.</p> <p>There was also less evidence of reading taking place during lockdown and initially as children returned to school, as books were not allowed to go to and from home. This was addressed quickly in the safest way possible so that books can go home, as clearly not all families have access to the range level, or most relevant books for their children to read.</p>
Writing	<p>Children have lost essential practise of writing skills and therefore their fluency in writing has suffered. As a result, they also have less stamina for writing and struggle to write extended pieces. Particular writing skills that had regressed include handwriting, punctuation and spelling.</p>
Maths	<p>Maths tasks were attempted and completed at home during lockdown. Certain content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes towards it, however they are quite simply, 'behind'. This is particularly noticeable in the younger years, where the essential foundations in maths have not been taught or consolidated. Children generally were in need of reminding things that they simply hadn't done recently. Some calculation methods had been forgotten and children need reminding of these key strategies.</p>
Non-core	<p>There are gaps in knowledge – whole units of work 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.</p>
External barriers:	<p>Additional barriers external form school is how much families have engage with online learning. The majority of families have supported children through the lockdown. However there are families for varies reasons who have struggled to support their children. Families are vulnerable and have support form Social care, families where parents speak limited English. Families who have not got access to adequate ICT resource to access online leaning. These children are mainly under the category of Pupil premium, SEN or EAL and vulnerable.</p>

