



St. Ethelbert's RCP

Covid 19 Catch-Up Premium Report 2020/2021

The Department for Education (DfE) has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable children.

The allocation of Catch-Up Premium for St. Ethelbert's is:

Financial Year	Allocation
2020/2021	£9474.01
2021/2022	£6,156.99
Total	£15,631

The extended lockdown, from March to July, has had an impact on the education of all of our children, regardless of age or academic ability. During the school closure, most of our children were educated at home, with school providing online learning from the outset via the Seesaw platform; Times Tables Rock Stars and Purple Mash. In addition, a small number of our families received paper packs of work on a weekly basis, due to a lack of access to suitable technology. Approximately 85% of our children accessed some activities online over time; however, in reality, only around 25% of pupils engaged in a meaningful way on a daily basis. Regardless of the levels of pupil engagement and the hard work of our staff, it is important to recognise that our children will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time.

On June 8th, the school opened for pupils in Nursery, Reception, Y1 and Y6 – for a variety of reasons, there was a 50% uptake for this provision in each year group.

Therefore, as of 7th September, when St. Ethelbert's reopened for all children, significant barriers to learning have been identified across school, as well as in specific year groups:

- Pupils in both Nursery & Reception have missed out on many aspects of the key building blocks of learning, particularly in Personal & Social Education (PSE); Communication & Language (CL) and Physical Development(PD)
- Pupils in Y1 have missed key learning in early reading & phonics; writing and mathematics
- Pupils in EYFS & Years 1 and 2 have missed six months of phonics teaching; all phases of Letters and Sounds were not taught, practised or learned. Gaps in knowledge have had an impact on reading ability and writing standards

- Individual, group and class reading opportunities have been missed by many pupils throughout the lockdown. For some children, fluency has decreased; for others, comprehension skills have regressed. Most pupils are not working on their expected book band
- Our children’s vocabulary development and understanding of unfamiliar words have regressed either through lack of regular practice or because little English has been spoken at home during the lockdown period (54% of our pupils have English as an Additional Language)
- Pupils with Special Educational Needs did not have the specialist teaching and interventions whilst being home educated and may have fallen behind with academic, emotional and social skills, depending on their particular needs
- Pupils across school have fallen behind with their writing as they have not been exposed to quality first teaching of the different genres of writing; they have lost their stamina when writing for extended periods
- For many children, presentation is not at the expected standard; this is because most learning was done online
- There are significant gaps in knowledge and understanding of grammar, punctuation and spelling
- Progression in times tables has been halted due to the lockdown so that almost all pupils are not working on the expected tables for their current year group
- Pupils are not working at age-related expectations in maths because they have missed six months of the maths curriculum in their previous year group
- Pupils new to the school (including those in Nursery; those new to Reception; those arriving through in-year transfers or International New Arrivals) have not had the usual package of transition (visits; meetings with parents)

On a more positive note, our children have shown remarkable resilience and have returned to school with highly positive attitudes to learning. They have settled quickly, resulting in high standards of behaviour. Positive relationships, with both staff and peers, have been re-established and there have been no anxiety or attachment issues, as might be expected after such a long period of absence from school. In general, attendance has also been good.

We have considered all of these factors carefully to help us decide how we will allocate and spend the Catch-Up Premium. We have also used the government recommended ‘Covid-19 Support Guide for Schools’, published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our children.

The following actions have been put into place to fill gaps in learning and address regression:(those funded through the Covid Catch-Up Premium are in bold blue type; other actions will be funded through the school budget); quality first teaching will not be costed as this is everyday practice / provision

Year Group	Action	Intended Impact	Cost
Transition	<ul style="list-style-type: none"> • Additional transition meetings for all year groups so that staff aware of children’s starting points / differing needs • Transition for new starts in Nursery & Reception – staggered starts – to enable staff to focus on children • Continuous provision in Y1 – additional teacher to support pupils due to significant gaps in learning due to the lockdown • In-year transfers / International New Arrivals – office staff to coordinate until ACIS staff are able to come into school 	<ul style="list-style-type: none"> • Teaching and learning can begin immediately from the children’s current starting points so that no learning time is lost • Children will settle quickly and will make good progress • Gaps in learning will be addressed so that children are back on track as quickly as possible • New arrivals, including INAs will settle quickly – where appropriate, pupils will receive their EAL intervention as soon as they start school, promoting rapid progress 	£0
EYFS	<ul style="list-style-type: none"> • As part of quality first teaching, have a particular focus on the Prime areas of PSE, CL and PD 	<ul style="list-style-type: none"> • The children will have the key skills needed to access the whole curriculum and to be effective learners 	£0

	<ul style="list-style-type: none"> Continue with our well-established play-based approach with high quality adult interactions Continue with 'in the moment planning' so that the needs of every learner are addressed 		
Nursery	<ul style="list-style-type: none"> Continue with well-established practice to develop language including: Book of the Week; Rhyme of the Week; phase 1 phonics through play; share picture books and simple stories in reading area – 1:1 or small groups, particular focus on EAL pupils and children with no language 	<ul style="list-style-type: none"> All children will develop their language skills 	£0
EYFS	<ul style="list-style-type: none"> Following baseline assessments, children identified as having speech & language difficulties receive interventions from trained staff, using Wellcom materials; Nursery / Reception Narrative 	<ul style="list-style-type: none"> Targeted pupils will make accelerated progress with communication & language, enabling them to access the whole curriculum 	£0
Y1	<ul style="list-style-type: none"> Deploy an additional teacher into Y1 for 4 mornings per week so that small group / 1:1 tuition can take place 	<ul style="list-style-type: none"> Gaps in learning in early reading, writing and maths from Reception will be addressed quickly; pupils will work on their age-related curriculum as soon as possible 	£15,000
Y2	<ul style="list-style-type: none"> Deploy an additional TA into Y2 for 5 mornings per week so that small group / 1:1 tuition in phonics, reading, writing and maths can take place 	<ul style="list-style-type: none"> Gaps in learning in from the Y1 curriculum will be addressed quickly; pupils will work on their age-related curriculum as soon as possible 	£3,525
Y3	<ul style="list-style-type: none"> Deploy an additional TA into Y3 for 5 afternoons per week so that additional interventions in phonics, reading, writing and maths can take place 	<ul style="list-style-type: none"> Gaps in learning for targeted pupils will be addressed so that progress is accelerated 	£3,525
Y2-6	<ul style="list-style-type: none"> Recruit an additional TA to deliver a daily intervention to those pupils who are at an early stage of learning English; teaching will focus on phonics; early reading & writing and vocabulary development 	<ul style="list-style-type: none"> Pupil proficiency in English will improve so that they will be able to access suitable differentiated activities with growing independence Existing TA support in Year 2-6 can focus on other children during English lessons 	£8,930
EYFS, Y1, Y2, Y3	<ul style="list-style-type: none"> Staff receive high quality refresher training in phonics Additional online resources are utilised 	<ul style="list-style-type: none"> Staff have good subject knowledge; teaching will improve Progress in phonics will accelerate; most pupils will catch up and will be working on the appropriate age-related phase by the end of the Autumn term 	£390
Y1	<p>Reading:</p> <ul style="list-style-type: none"> Daily individual reading moving to guided reading groups when appropriate Daily practice of HFW Whole class shared reading focussing on modelling of expression and vocabulary development - 3 x per week Daily class story to promote reading for pleasure 	<ul style="list-style-type: none"> Gaps in early reading will be addressed Most pupils will be working on age-related objectives by the end of the school year 	£0

	<ul style="list-style-type: none"> Phonics catch-up 		
Y2-Y6	<p>Reading:</p> <ul style="list-style-type: none"> Daily guided reading Daily whole class shared reading Focus on developing fluency & expression; retrieval; inference; comprehension skills; vocabulary development 1:1 reading for targeted pupils Daily reading of class story / novel 	<ul style="list-style-type: none"> Objectives missed in the last academic year will be covered Almost all pupils will make rapid progress A large majority of pupils will be working on age-related expectations by the Spring / Summer terms Most pupils will be working from an age-appropriate book band 	£495
Y1 – Y6	<p>Writing:</p> <ul style="list-style-type: none"> Daily handwriting practice Short burst writing - character description; setting description; dialogue; opening / final paragraph of a recount or a report ; instructions GAPS taught throughout the week – grammar and punctuation in the morning; application in short burst writing Modelled writing once a week Practise spellings, punctuation and handwriting through dictation Daily phonics – EY, Y1, Y2, Y3 Two pieces of extended writing produced by October half term- one narrative; one non-chronological report; continue to build on this in Autumn 2 	<ul style="list-style-type: none"> Standards of presentation will improve Objectives from the previous year's GAPS curriculum will be covered so that gaps in knowledge are addressed Pupils will be able to apply their learning in independent writing on a regular basis Pupils' stamina for writing will increase 	£0
Y1-Y6	<p>Maths:</p> <ul style="list-style-type: none"> Quality first maths teaching on a daily basis, using the White Rose scheme – objectives from the previous year's curriculum have been integrated into those for the current year Initial focus on place value and addition and subtraction for Y1-Y5; all four operations for Y6 For specific children – e.g. SEND; some INAs – teachers track back to previous year group objectives Additional maths lesson each afternoon to cover maths topics missed during the lockdown for Y2-6 (e.g. shape; measures; data handling) Maths through continuous provision for Y1 Y3-6 weekly arithmetic lesson and test; weekly times table grid challenge Times Tables Rock Stars used for homework 	<ul style="list-style-type: none"> Good element of challenge and mix of practice for fluency; reasoning & problem-solving Firm basis from which to move forward is quickly established Gaps in learning are addressed 	£100

	<ul style="list-style-type: none"> • Tables interventions (Y2-6) • Focus on models and images to support learning 		
Y1-Y6	<p>Wider Curriculum:</p> <ul style="list-style-type: none"> • Subjects will be introduced over the year so that teaching can focus on core learning and basic skills <p>Autumn 1: RE; Science: PSHE; PE; Music Autumn 2 – all of the above plus Art & Design / Design Technology Spring 1 – All of the above plus History / Geography Spring 2 – all of the above plus Computing Summer 1 – All of the above plus MFL</p>	<ul style="list-style-type: none"> • The gradual introduction of curriculum areas will free up time to focus on the catching up of missed learning in the core subjects and the revision of basic skills • Gaps in learning and regression will be addressed • Pupil progress will accelerate 	£0
Y1-Y6	<p>PSHE:</p> <ul style="list-style-type: none"> • Designated weekly lesson for PSHE • Other activities (e.g. Circle Time) where required • Units from SCARF scheme of work – <i>Me and my Relationships</i> on return to school – specifically chosen to help our children cope with being reunited with friends 	<ul style="list-style-type: none"> • Positive relationships rebuilt quickly • Pupils given time to express their emotions • Positive behaviours relearned • Vocabulary development • enjoyment 	£460
EYFS- Y6	<p>Use of assessment:</p> <ul style="list-style-type: none"> • Autumn 1 – Baseline assessments in Nursery & Reception • Y1-Y6 ongoing formative assessment to inform daily planning • Autumn 1 – week 6 & 7 – designated assessment weeks; tests in reading (fluency & comprehension); GAPS; writing; White Rose end of unit assessments • Autumn 2 – week 4 & 5 – assessment weeks – first data drop of the year • 7th December 2020 – analysis of data to inform curriculum planning; staff deployment; interventions 	<ul style="list-style-type: none"> • Further identification of gaps in learning to inform curriculum planning; staff deployment • Appropriate interventions for individuals / groups of children identified, planned and delivered • Acceleration of progress for targeted pupils 	£0
SEND pupils– whole school	<ul style="list-style-type: none"> • As a matter of priority, pupils with EHCPs to be supported in achieving the targets which could not be worked on during home education (in particular, speech & language work) • Pupils receiving SEND support to receive appropriately differentiated activities / additional classroom support / interventions • Teachers to complete Pupil Passports so that new targets are relevant to the child's current situation (October / December / February / April/ June) 	<ul style="list-style-type: none"> • SEND pupils will make good progress from their different starting points and will achieve their targets 	£0

Staff CPD – whole school	<p>Autumn term:</p> <ul style="list-style-type: none"> • Weekly key stage meetings with a particular focus on pupil progress and moderation of work • Phonics Refresher training for staff in Nursery, Reception, Y1, Y2 & Y3 • English CPD (EY- Y3; Y4-Y6) – Maddy Barnes • Writing moderation training – Y2 & Y6 • Level 1 Safeguarding – all staff • Level 3 Safeguarding for DSLs • Remote learning 	<ul style="list-style-type: none"> • All staff continue to develop their subject knowledge so that teaching is at least good 	£1,000
Remote learning– all pupils	<ul style="list-style-type: none"> • Teaching staff trained in uploading work to the See Saw Platform • TAs trained in how to mark work / provide feedback • Individuals self-isolating or with a positive Covid test to receive paper-based work from the first day of absence • In the event of a bubble closure, online learning to be set on See Saw (this platform will continue to be used due to our parents being able to access it) - paper-based for those with limited access to technology • If devices provided by DfE, these will be made available to families without appropriate technology • Clear guidelines regarding the expectations for learning – from September, provision needs to reflect a typical school day; some recorded lessons / teacher modelling • All work to be marked and written feedback given • Staff to monitor pupil engagement and at the earliest opportunity, chase up those who do not complete work 	<ul style="list-style-type: none"> • All staff confident in setting work remotely – a consistency of approach is established • Little learning time is lost due to normal provision / timetable being followed as closely as possible from the first day of bubble closure • Quality of work and accuracy of responses improved due to increased opportunities for teacher modelling & regular feedback • Teacher workload more manageable • Proportion of children engaging in online learning is high • Pupils without adequate technology are well supported and are not at a disadvantage 	£545
Extended school day –Rec – Y6	<ul style="list-style-type: none"> • Extend the school day by 15 minutes for all pupils in Reception – Y6 so that increased hand washing does not decrease learning time and additional cleaning regimes can be put in place 	<ul style="list-style-type: none"> • Learning time is not affected by increase in hand washing • Additional cleaning may decrease the number of infections / absences 	£0
Behaviour – all pupils	<ul style="list-style-type: none"> • Re-establish usual Behaviour Policy, including systems for rewards and sanctions – ensure children understand the expectations • Continue to use Behaviour Support Service to support targeted individuals • Provision of playground activities / equipment for different bubbles 	<ul style="list-style-type: none"> • Standards of behaviour are high in each year group • Pupils supported by BSS are able to access the curriculum and can maintain positive relationships in the playground • Pupils are engaged and occupied at playtime / lunchtime, resulting in good behaviour • Additional staffing at lunchtime will provide support to promote good behaviour 	£7,000

	<ul style="list-style-type: none"> Recruitment of an additional lunchtime supervisor to promote good behaviour 		
Whole school Parents -	<p>Parents will be unable to come into the school building as usual in order to limit the chances of Covid infection. Therefore, other methods of communication and support will have to be utilised:</p> <ul style="list-style-type: none"> High visibility of the headteacher and other staff at the beginning and end of the school day Use of the Text to Parents service Information on the school website Information on the school Facebook page Phone calls Home visits (safeguarding & attendance) Written report (Autumn 2) 	<ul style="list-style-type: none"> Parents will be well informed about issues such as pupil progress; changes to the school's risk assessment; school events Good relationships between school and home will be maintained Attendance and safeguarding issues will be dealt with swiftly 	£0
Y5 & Y6 - NTP	<ul style="list-style-type: none"> Use will be made of the National Tuition Programme to support targeted pupils in Years 5 & 6 in reading and maths There will be a particular focus on disadvantaged pupils, including LAC 	<ul style="list-style-type: none"> Targeted pupils in Y5 and Y6 will catch up rapidly in key areas of learning and will be on track to meet their own targets based on their different starting points 	£500