

# The Downs Primary School and Nursery COVID-19 catch-up premium spending

SUMMARY INFORMATION			
Total number of pupils:	381	Amount of catch-up premium received per pupil:	£81
Total catch-up premium budget:	30,880		

AIMS STATEMENT
<ul style="list-style-type: none"> <li>• Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation or above in a subject in March they are working at least to an age-related expectation or above in that same subject by the end of the year.</li> <li>• By the end of the 2021-22-year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.</li> <li>• The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.</li> <li>• Children in the school are better able to use technology platforms to aid their learning.</li> </ul>

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	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
B	Home learning is quite limited due to lack of devices and technology and the current platforms used and can be developed further during this academic year to improve access to learning at home for all pupils. Staff technology skills need updating and support to use these platforms.
C	Assessments show that attainment levels in Reading, Writing and Maths need to increase rapidly to bring them in line with local and national averages and these have declined due to limited progress during Lock Down1

## ADDITIONAL BARRIERS

### External barriers:

D	Many children have limited resources to support home learning during isolation periods
E	Speech and language skills have declined since Lock Down 1 and more children have been added to the register to receive specific support.

## Planned expenditure for current academic year 20/21

### 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?
Working through well sequenced, purposeful learning schemes. For example, our school-created progression documents adapted to focus on recapping and embedding the basics in writing, maths, history, geography, science, art and DT. We follow schemes of work for PE, PSHE and Music.	Children revisit previous learning and missed learning to fill any gaps.  Attainment by the end of 20/21 is in line with attainment in 19/20	EEF states: What happens in the classroom makes the biggest difference. Improving teaching quality generally leads to greater improvements at lower cost.	School monitoring systems of teaching, children's work, pupil perceptions and data analysis.	SLT	Termly

<p>Focus on consolidation of basic skills. These include spelling, basic grammar and sentence objectives, times tables recall, basic addition &amp; subtraction fact recall and reading skills relevant to age.</p>	<p>Children revisit previous learning and missed learning to fill any gaps.</p> <p>Attainment by the end of 20/21 is in line with attainment in 19/20</p> <p>All children accessing basic skills lessons during remote learning</p>	<p>EEF states: Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school</p>	<p>Monitoring of teachers planning, timetables and remote learning plans.</p>	<p>Phase leaders, subject leads and class teachers</p>	<p>Every 6 weeks</p>
<p>Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, most subjects will remain on the weekly curriculum, but some subject areas may be reduced in the autumn and spring term.</p>	<p>Children revisit previous learning and missed learning to fill any gaps.</p> <p>Attainment by the end of 20/21 is in line with attainment in 19/20</p> <p>All children accessing basic skills lessons during remote learning.</p>	<p>EEF states: What happens in the classroom makes the biggest difference. Improving teaching quality generally leads to greater improvements at lower cost.</p>	<p>Monitoring of teachers planning, timetables and remote learning plans.</p> <p>Staff training on developing children's fluency in reading to aid with the teaching of reading skills</p>	<p>Phase leaders, subject leads and class teachers</p>	<p>Every 6 weeks</p>

<p>Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.</p>	<p>Phonics attainment in Year 2 by end of Aut 2020 and June 21 is broadly in line with national average and above previous years results.</p> <p>Year 1 Phonic attainment by end of 20/21 is broadly in line with national average and above previous years results.</p> <p>All EYFS/Yr 1/ Yr 2 children access daily phonics during remote learning</p>	<p>EEF states: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p>	<p>School monitoring systems of teaching, children's work, pupil perceptions and data analysis.</p>	<p>SLT and class teachers</p>	<p>Every 6 weeks</p>
<p>Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly</p>	<p>All children make at least expected progress and begin to make accelerated progress from their starting points.</p> <p>All children receive regular feedback from adults on points for development to secure progress</p>	<p>EEF states: Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p>	<p>School monitoring systems of teaching, children's work, pupil perceptions and data analysis.</p>	<p>SLT and class teachers</p>	<p>Every 6 weeks</p>

<p>Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.</p>	<p>All children show positive mental health, resilience and strong learning behaviours.</p> <p>All staff are aware of how to support children with their feelings and emotions linked to COVID and can support children who have suffered direct loss of a family member</p>	<p>EEF states: At this time children need lessons that teach them about ways to deal with anxiety, handle frustration, cope with change and bounce back from disappointments.</p>	<p>Referrals to learning mentor and Harbour Counselling and families to MIND.</p> <p>Class barrier plans and vulnerable pupil registers.</p> <p>Informal class drop ins.</p> <p>Staff CPD on well being and how to support children</p>	<p>All staff</p>	<p>On going</p>
<p>Time spent on revisiting basic life skills from previous and current Year groups. This will develop children's ability to self-care and be independent.</p>	<p>Children develop independence in eating food and can use life skills in situations inside and outside of school</p>	<p>EEF states: Essential life skills (or 'character') are important in determining life chances.</p>	<p>Life skills teaching is being encouraged in home learning and added to home learning activities.</p>	<p>All staff</p>	<p>ongoing</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>0</p>

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?
Additional support and focus on basic skills in English and Maths. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.	Attainment by the end of 20/21 is in line with attainment in 19/20  All children are making expected progress from their prior attainment level	EEF states: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest. impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.	Additional teacher to work with focus children as identified from assessment information.	DHT	Termly at pupil progress meetings
Additional support for children with speech and language delay. Nuffield Language (NELI) targeted support for EYFS.	Children with One Plan targets identifying S&L meet their targets and make progress. During lockdown TA makes packs for families to continue program and support. EYFS staff trained in NELI to develop S&L in EYFS.	EEF states: Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Language interventions aim to support learners' articulation of ideas and spoken expression. Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	TA already working with children to support S&L allocated additional time to support more children.	SENCO S&L TA lead	Termly for One Plan reviews. Assessments
Total budgeted cost:					£11.860

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?
All children need access to remote learning during periods of isolation and national lockdown	All pupils have access to live lessons and have a device to complete learning tasks.	EEF states: Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children	Purchase enough laptops to provide one for each family that has no device to use. Parent surveys, staff surveys, weekly checks on engagement with remote teaching	SLT	Weekly
All children from Year 2 to access reading during lockdown through an online program. All children from Year 2 to access Accelerated Reader in school to develop comprehension.	For children to be accessing reading at home and when they return to school. To be able to answer questions on what they have read- to develop comprehension skills.	EEF states that Accelerated Reader is widely used in England. A study found that for weaker readers, the approach appears to contribute towards catch-up, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.	Accelerated readers purchased and information shared with all parents	English leads	£3000

<p>All children need appropriate resources to be able to complete learning tasks in all subject areas e.g., maps for Geography</p>	<p>All pupils have resources which support their learning in a range of subjects</p>	<p>EEF states: Consider providing activities for children in a range of formats. Children from low-income families are less likely to have easy access to laptops, tablets or internet access, limiting their ability to participate in digital activities set by teachers. Conversely, some will have access to digital technology but lack physical resources such as pencils, glue sticks, protractors etc. Target resource pack home deliveries for pupils in need.</p>	<p>Children identified by teachers liaising with parents to identify those who need specific learning resources at home if self-isolating or in lockdown</p>	<p>SLT</p>	<p>Weekly</p>
<p><i>+ £5940 underspend to use on additional staffing costs for catch up once back in school.</i></p>				<p>Total budgeted cost:</p>	<p>£13.080</p>