



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	149	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£12480		

Guidance:

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.

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.

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.

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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

STRATEGY STATEMENT

Eaton Bray Academy have used data on children's progress to determine the school's catch up strategy.

The aims of the strategy are:

Whole School Strategies

- To improve the oracy skills of all pupils and particularly those in EYFS and Key Stage one due to an identified deficit caused by school closures
- To develop the wellbeing of pupils to allow them to focus on educational attainment following Maslow's principles
- To improve pupils' writing skills, specifically focusing upon the development of sentence structure, extended writing and language

Focused Strategies

- To reduce the attainment gap between disadvantaged pupils and their peers
- To improve attendance of disadvantaged pupils, with a focus on families from a travelling background

In order to achieve this we are implementing:

Whole School Strategies

Training for whole school staff in specific strategies to support pupils across the school in the identified areas of weakness.

These include training for wellbeing including counselling skills for teachers. Training for English including a focus on oracy and a new clearly structured program for writing with the associated resources.

Focused Strategies

Small group tutoring for groups of disadvantaged pupils, with a focus where data has shown that pupil's progress has been affected by school closure.

Focused work on attendance for groups where this is below 90%.

Resources to support individuals and groups

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

These are trends which have been identified through initial assessments across the school.

A	Poor language acquisition, particularly in EYFS and KS1
B	Difficulties in sentence structure in writing
C	Difficulties in longer writing composition
D	Identified gaps between specific groups/ individuals and their peers with increases during school closure
E	Difficulties in mathematical application of key skills

ADDITIONAL BARRIERS

External barriers:

D	Poor attendance and high levels of persistent absence
E	Low engagement in home learning for specific pupils and groups

Expenditure for academic year 2020-2021

Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	Comments
English						
NELI programme	Improve speech and language for pupils in EYFS	EEF researched programme	Training provided, monitored by a member of SLT	£700 staff time	LMatthews	
Whole School writing approach- the write stuff	Develop children's writing skills	Writing identified as an area of weakness across the school following school closures.	Regular monitoring through book scrutinies, lesson observations and data analysis	£500	V Gray	
Increased provision for phonetically decodable books for children who need to repeat learning	Improved fluency and love of reading where children need to repeat areas of learning at a rapid rate.	Evidence of gaps in retention of reading skills in KS1.	Monitoring of phonics assessments and reading records	£927	V Gray	
Maths						
CGP catch up books	Regular practice of key skills at home	Evidence of gaps in key skills	Monitoring of data, books and observations	£1110	JL, VG	
Whole School						
Wellbeing						

Wellbeing Support- whole school	Regular assessment of pupil's wellbeing which informs support put in place. Introduction of a wellbeing lead. Regular wellbeing sessions for all pupils.	Concerns regarding wellbeing of individual pupils. Maslow's hierarchy (1943, 1954) depicting the importance of wellbeing to achieve full potential. Safeguarding benefits.	Regular discussions in staff meetings including sharing of knowledge. Evidence from wellbeing co-ordinator.	£300	L Thompson S Reynolds	
Counselling Training	Develop wellbeing of vulnerable pupils and identify focus where needed		Regular discussions at safeguarding and staff meetings	£325	LMercer	
Physical wellbeing- resource and training	Improved pupil physical wellbeing	Barbosa et al, 2020 study showing impact of physical activity on academic achievement	Measures of children's physical fitness upon return and July 2020.	£300	L Mercer	
					Total budgeted cost:	£4162
	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	Comments
Small Group tuition	Focused small group tuition to address identified gaps within individual's learning	Gaps identified for individuals and small groups. EEF research regarding the impact of small group tuition.	Monitoring of data, books and observations	£6000	Jayne Cosgrove	

Intervention training/ resources	Individuals with gaps are supported in accelerated catch up	Gaps identified for individuals and small groups. EEF research regarding the impact of small group tuition.	Monitoring of data, books and observations	£600	S Reynolds J Lyons V Gray	
Word Wasp Power of 2 Nessy	Provision of key skills learning where gaps have been identified	Gaps identified through assessment. Researched and evidenced programs.	Monitoring of data, books and observations to show impact	£700	S Reynolds	
					Total budgeted cost:	£8900
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	Comments
Attendance Focus – attendance officer, regular phone calls to non-attenders	Getting children back to school with a high attendance rate	Children's poor attendance or non-attendance affects their wellbeing and academic outcomes	Review of attendance rates fortnightly	£250		
Provision of resources to support learning at home and within school including ttrackstars, numbots, spelling shed,	Regular practice of key skills at home. Increases provision available at home for pupils	Identified gaps in children's learning.	Monitoring of data, books and observations to show impact. Monitoring of use of systems	£370	J Lyons V Gray	

Regular communication with parents to engage families with the school community in different ways-regular newsletters, home visits	Parents are engaged with the school and their children's learning. To increase attendance.	Evidence surrounding parental engagement Historically low attendance	Monitoring of attendance data		L Mercer	
	Total budgeted cost:					£620