

Covid Catch-Up Premium Plan

Dame Ellen Pinsent School

Summary information					
School	Dame Ellen Pinsent School				
Academic Year	2020-21	Total Catch-Up Premium	£36,240	Number of pupils	150

Guidance

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's ['School Planning Guide 2020-21'](#), may help schools to develop their plans for the premium.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections.

Use of Funds	EEF Recommendations
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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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting Great Teaching</u> Ensure teachers and TAs are supported to achieve best outcomes for all pupils through school targeted CPD	A programme of CPD to address gaps in English, Maths, Science and SEMH strategies. (£500)	Greater progress in core subjects, children engaged in learning and high attendance levels	DC/KGr/K P/AWh	July 21
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning, giving a greater degree in confidence and accuracy of assessments.	<i>Purchase of iPods for support staff so that they can quickly and accurately capture and record assessment of learning that aligns to the learning objectives set by the teacher.</i> (£6000)	More timely and accurate pupil assessment; pupil progress largely in line with expected or above	DF/KGr	July 21
<u>Transition support</u> Children settle back into school and routines following any lockdown or isolation periods	<i>A readiness to learn curriculum and one focused on SEMH and well being is in place and resourced appropriately</i> (£1000)	Children are engaged with learning, behaviour is in line with school golden rules; attendance is at expected levels e.g. 95% and above	KP/KGr	Ongoing
Total budgeted cost				£ 7500

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Effective reading intervention in place for those children struggling with RWI and staff confident to deliver intervention. Effective writing strategies in place and end of year intensive programme for identified children Ensuring children having to isolate for extended periods due to CEV maintain appropriate academic progress	<ul style="list-style-type: none"> • Purchase Reading Eggs app and training for staff to deliver and support this intervention • Ensure colourful semantics in place and Talk for Writing for identified children • Intensive TfW programme for key children • Tutoring for children having to isolate for extended periods due to being CEV (£4100)	Greater progress in reading and writing (80% expected or better); identified children progressing at expected rates or showing signs of catch-up	KGR/DC/K Gu/KBr	July 21

<u>Intervention programme</u> SEN and SEMH strategies in place to ensure pupils have the appropriate environment for learning. To help the children recognise their emotions, how they are feeling and behaving and appropriate ways to display emotions.	<ul style="list-style-type: none"> Release experience teacher (Assistant SENCO) to deliver SEN strategies across lower school classes. This will upskill both teachers and TAs in these classes whilst ensuring the right strategies/interventions are in place for the pupils Whole school SEMH training and support developing resources and class programmes around emotions. <p style="text-align: right;">(£10945)</p>	Children using SEN strategies to engage with learning, settled in class and appropriate behaviour for learning.	CAB	July 21
<u>Extended school time</u> Increase activity levels through an out of school hours physical activity club.	<ul style="list-style-type: none"> Pilot a 6 week physical activity club for older KS2 children identified as having low activity levels and struggling with their physical wellbeing <p style="text-align: right;">(£600)</p>	Increase in children’s activity levels, wellbeing and engagement	KGu	June 21
Total budgeted cost				£15,645

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> All children can record their learning at home either electronically or on paper and access Class Dojo	<ul style="list-style-type: none"> Stationery packs are in place for all children so they have the essentials at home for either lockdown or self-isolation periods <p style="text-align: right;">(£500)</p>	All children can access learning at home and have the essential tools to do so.	DF	July 21
<u>Access to technology</u> All children and families have access to appropriate technology when they are learning at home	<ul style="list-style-type: none"> Additional ICT support is in place to ensure iPads are ready to go home should they be needed <p style="text-align: right;">(£2000)</p>			
<u>Summer Support</u> Children who require further support for either physical wellbeing or academic catch up can access summer school provision	<ul style="list-style-type: none"> Develop appropriate summer school provision onsite for targeted pupils <p style="text-align: right;">(£6300)</p>			
Total budgeted cost				£ 8800
				Cost paid through Covid Catch-Up
				£31,945