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## Coronavirus (COVID-19) Catch-Up Premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant has been made available across the 2020-2021 and 2021-22 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
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 parents and carers Access to technology Summer support

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed throughout the 2020-2021 academic year, at each Teaching and Learning Committee meeting. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

## Coronavirus (COVID-19) catch-up premium strategy outline

Reviewed [April 2021](#) / [June 2021](#)

School Name:	Eccleston Mere Primary School
Headteacher / Chair of Governors	Mr Ryan Mугan / Mrs Vicky Atherton
Amount of COVID-19 Catch Up Premium Allocated (some to be allocated)	£21,333 (2020-21 financial year, allocated Nov ' 20) £13,060 (2021-22 financial year)

Chosen action / approach	Success Criteria	What is the evidence and rationale for this choice?	Resources / Cost and Training	Impact (Evaluation)  Review - <a href="#">April, July,</a>
Frequent low stakes testing to improve pupil assessment and feedback.	<ul style="list-style-type: none"> <li>-Assessment of 'gaps in learning' to be completed in Autumn 1,</li> <li>-Earlier assessment and pupil progress meeting to form individualised 'catch-up strategies in November.</li> <li>-Use of new FFT curriculum tracker to ensure that assessment data is 'point in time' and more frequently updated.</li> </ul>	<p>- EEF (Effective Diagnostic Assessment) <i>'Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils' .</i></p>	<p>NFER Tests £3000</p> <p>FFT Aspire / Curriculum Tracker £1000</p> <p>NFER Training - Assessment Lead</p> <p>NFER Training- Whole Staff (1 hr 30) (INSET Day time)</p>	<p><a href="#">Additional element of FFT has enabled teachers to assess individual objectives within one platform, providing detailed evidence as to objectives met / development points.</a></p> <p><a href="#">Catch up strategies devised by teachers, shared within pupil progress meetings. Used to identify NTP groups, for 1-1 / 1-3 support.</a></p> <p><a href="#">Assessment of gaps has continued and teachers have been provided time for this, through use of some supply cover / TA cover.</a></p>

<p>Use of staff member to support home learning for children isolating, during Autumn Term (when others are in school).</p> <p>*to be reviewed in other terms.</p>	<p>-Children who are isolating at home to be provided with appropriate work in Autumn Term.</p> <p>-Children who are isolated are to be informed of a key contact</p>	<p>- EEF (Supporting Remote Learning)</p> <p><i>'School leaders will therefore have to plan for a range of eventualities that will likely involve high-quality remote learning. Focusing on high-quality remote learning will always be valuable for pupils' .</i></p>	<p>Associated supply costs to release staff.</p> <p>£4000</p>	<p>Amount spent on release of staff reduced owing to staff member taking maternity leave earlier due to COVID guidance.</p> <p>Objective partially met through this spend, as when classes were sent home / staff member isolating remote learning was delivered to all and additional adults made available to pupils, ensuring continuation of learning.</p> <p>Since April, school have had to send home further staff members, identified as close contacts of people with COVID-19. Some COVID funding has been spent on external staffing, to ensure that the minimum number of pupils have been sent home, and to support remote learning.</p>
<p>Purchase / renewal of resources to enable rapid catch up in reading.</p>		<p><i>School data from 2018-19 indicating a need to boost reading provision in school.</i></p> <p><i>(resulting in improvements last year - teacher assessments).</i></p>	<p>KS2 Reading Scheme - Pandora Books</p> <p>£2900</p> <p>Renewal of Reading Plus</p> <p>£3700</p>	<p>Within 12 months, KS2 children have made 2.2 yrs of progress on average using Reading Plus (reading for 15 hours each since September). Enabled consistency of reading during lockdown.</p> <p>Reading scheme also purchased for KS1/2 - reading results in the Autumn Term were 66%, which is 10-15%</p>

		<i>This was exacerbated during closure by the disruption of new reading routines, along with difficulties in maintaining home reading, in a COVID safe way. More books / Reading plus renewal needed to maintain reading strategies that were previously proven to be having an impact.</i>	identified gaps in KS2 (reluctant readers), re reading.	lower than usual- expectant that this 'gap' will decrease following successful participation in the schools home learning offer.  Purchase of ORT materials, to provide more variety for reluctant readers, to address identified 'gaps' (focus particularly on LA readers).
<b>Purchase of resources to consolidate learning in Maths, addressing gaps from previous year.</b>  <b>(This action did not happen -was not deemed useful- replaced in Year 2, by homework action)</b>	<ul style="list-style-type: none"> <li>- All families to receive these additional workbooks to address gaps in learning, during Summer term, 2021.</li> <li>- All children to complete workbooks at home and in class (alongside classwork), to consolidate gaps from previous year.</li> <li>-Teaching assistants will provide intervention to children as required.</li> </ul>	<ul style="list-style-type: none"> <li>-School Data / Context</li> <li><i>During Summer Term, children received home learning to ensure Maths provision continued.</i></li> <li><i>To consolidate this learning, from identified 'gaps' (from initial assessments), additional resources to be purchased and interventions delivered.</i></li> </ul>	<p>White Rose Maths Workbooks - Summer £3600 (£600 per year group, from Y1-6)</p> <p>*to be purchased in Summer Term, when available.</p>	<p>Not yet purchased, owing to resources not yet being published for the elements missed in the previous year - published after the Spring Term.</p> <p>Materials due to arrive. These materials will support the NCETM ready to progress materials, used to support catch up in the Summer Term.</p>

<p>Enrolment in the national tutoring programme for identified pupils.</p>	<p>-Pupils identified during Autumn term, using diagnostic assessments, as well as earlier NFER assessments. -Liaise with National Tutoring Programme provider in Autumn. -Begin programme of tutoring for identified children in Spring term.</p>	<p><u>EEF (Targeted Academic Support)</u> 'The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.'</p>	<p>£4000</p>	<p>Enrolment in this programme has now happened (Spring Term) and will begin following the Easter holidays (delay due to 2<sup>nd</sup> lockdown).  45 children will have access to Tutoring at this stage. .  Tutoring has been positively received, consistent and pre-assessments completed. At the end of the term, there will be term, all pupils involved in the NTP had made progress against targets – school hold data illustrating this, as a case study.</p>
<p>Provision of pastoral support / resources throughout the year, for identified pupils.</p>	<p>-Continue to develop the PSHE provision within school, resourcing additional mindfulness sessions.  -Utilise a further member of staff in a pastoral capacity, to provide support, post-Covid.</p>	<p><u>EEF (Supporting Pupils' Social and behavioural needs)</u> 'Providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach.'</p>	<p>Jigsaw for additional year groups £1000  Additional Pastoral Support £2000</p>	<p>Additional Jigsaw package purchased.  Promotion of mental health work / wellbeing has taken place - timetabled explicitly in Autumn and reflected in timetable adjustments in Spring.  Additional pastoral support proved invaluable in Autumn Term, where an increasing number of pupils were added to our vulnerability matrix within school.</p>

				<p>The impact of this is clear in this document, as regards actions and the successes of.</p> <p>Vulnerability matrix has reduced, but additional pastoral support has enable the pastoral mentor to focus on most vulnerable (families at level 3 and CP, which have increased).</p>
<b>Total Expenditure (2020-21)</b>				<b>£25,600</b>

Additional Actions (September 2021-22)

<p>Support in identified year groups, for pupils identified as being in need of additional support.</p>	<p>-SC identified to support small groups within Y3.</p> <p>-Additional day of support across Y4 to deliver interventions.</p>	<p><u>EEF (Targeted Academic Support)</u></p> <p>‘The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.’</p>	<p>Staffing Costs £8000</p>	
<p>Purchase of additional homework resources, to provide additional, targeted work for year groups.</p>	<p>-Y6 Revision Books to be purchased.</p> <p>-WRM workbooks to be used in other year groups, alongside any identified Literacy materials (as required)</p>	<p>Y6 identified as a year group in need of additional support: revision books to be used alongside targeted booster sessions, to prepare children for EOKS assessments.</p> <p>Additional learning time (in terms of booster sessions).</p>	<p>Allocated budget £2000</p>	

Recurring Actions (2021-22, as previous year)

<p>Frequent low stakes testing to improve pupil assessment and feedback.</p>	<p>-Assessment of ‘gaps in learning’ to be completed in Autumn 1,          -Earlier assessment and pupil progress meeting to form individualised ‘catch-up strategies in November.          -Use of new FFT curriculum tracker to ensure that assessment data is ‘point in time’ and more frequently updated.</p>	<p>- EEF (Effective Diagnostic Assessment)  <i>‘Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils’ .</i></p>	<p>NFER Tests          £3000           FFT Aspire / Curriculum Tracker          £1000</p>	
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