



COVID-19 catch-up premium report

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

Summary information					
School	Ongar Place Primary School				
Academic Year	2020/21	Covid Catch up funding per pupil	£80	Date of most recent Covid spending review	Autumn 2020
Total number of pupils	206	Total Covid catch up funding (payable in 3 tranches)	Approx. £16,000	Date for next internal review of this strategy	Spring 2021

Context
<p>Following the closure of the school due to COVID 19 the curriculum from March to July was not covered. This has had a negative impact on many pupils at Ongar. While some financial support is being met through pupil premium there are many children across the school who need support to regain ground. The School Development Plan supports this in all of its development areas.</p> <p>DA1 Recovery Curriculum DA2 On Line Learning DA3 Appropriate Assessment DA4 Prioritise Reading DA5 Rebuild Community Well-being.</p> <p>There are also issues with pupils coming into reception from preschool as due to a lack of nursery provision they have missed socialisation opportunities and learning.</p> <p>Upon re-opening in September 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return. Reception children were divided into 3 groups and brought back over 2 weeks. All staff returned. Overall attendance for Week 1 (WC 7th September 2021) was over 95%. Some staff have the advantage of having moved up with their classes but the reception teacher, year 1 teacher, year 3 and year 6 teacher needed to get to know their children and ensure that handover from previous teacher is effective. Prior to the summer holidays staff discussed the need for baselines to be established within Reading, Writing and Mathematics and agreed that the first two weeks of term would consist of well-being activities (both physical and mental), low threat assessment in reading, writing and mathematics, identification of areas of the curriculum not taught or not embedded. Analysis of these findings will determine where Catch up Premium will be targeted to provide this support and intervention.</p>

Barriers to future attainment caused by COVID-19

In-school barriers Following the closure of the school due to COVID 19 the curriculum from March to July was not covered. This has had a negative impact on many pupils including those who have limited access to technology. Support needs to be given to enable pupils to regain ground lost through assessment and intervention (DA3) and the development of a recovery curriculum (DA1)(DA4). There is also a need to ensure support is available if further periods away from school (eg: due to isolation) are necessary (DA2). Priorities have been determined as:

A.	Phonics and reading and language skills
B.	Mathematics
C.	Computing skills and use of suitable platform for learning.

External barriers The closure of the school has also meant some pupils struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020. We have also seen evidence of pupils who have increased anxiety and low well-being due to their experiences at home. Pupils coming into reception class have missed socialisation opportunities and in some cases struggle with self care. Priorities have been determined as:

D.	Mental well-being and physical health
E.	Self care
F.	Resilience/perseverance in learning

Actions and Outcomes

	<i>Actions</i>	<i>Outcomes and Success criteria</i>
A/B	<p>English and maths curriculum</p> <ul style="list-style-type: none"> • Baseline assessment undertaken to identify gaps in learning • Analysis of 2019-2020 undertaken to see where parts of the broader curriculum were not taught or not embedded. • Appropriate recovery curriculum devised - subject leader time 7 x ½ day teacher per term. 	<ul style="list-style-type: none"> • Pupils engage well with the curriculum • Pupils make academic progress in specific areas missed during closure • Pupils are ready to undertake the next stage of education • Analysis will show that whole class gaps have been filled Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.
A	<p>Phonics and reading and language skills</p> <ul style="list-style-type: none"> • Recovery curriculum planned for reading for each year group. Objectives identified as not taught or taught but not fully embedded • Particular focus on early reading and phonics 	<ul style="list-style-type: none"> • English curriculum thoroughly reviewed by teacher 2019 -2020 and then information passed to class teacher 2020-2021 to ensure planning is accurate.

	<ul style="list-style-type: none"> • Additional phonics support for Y1 and Y2 - 2 day TA • Introduce NELI, a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. • Accelerated reader software reset and time given to analysis through autumn term • Accelerated reader books quarantined and re-shelved to ensure access – ½ day TA 	<ul style="list-style-type: none"> • Pupils who have regressed to be given additional support and tracked attainment shows progress. • Year 2 phonics test autumn 2020 shows predicted phonics attainment from before closure • Pupils are reassessed using accelerated reader and then make additional progress through autumn term in line with 2019-2020
B	<p>Mathematics</p> <ul style="list-style-type: none"> • Recovery curriculum planned for maths and for each year group. Objectives have been identified as not taught or taught but not fully embedded. • Extension of White Rose Provision • Additional time for maths lead to support teachers - 6 days • Additional TA time in all classes to promote maths recovery (through intervention by TA or TA taking classes) 6x ½ day TA 	<ul style="list-style-type: none"> • Maths curriculum thoroughly reviewed by teacher 2019 -2020 and then information passed to class teacher 2020-2021 to ensure planning is accurate. • Low stakes assessments measures all pupils baseline and pupils who have regressed to be given additional support and tracked attainment shows progress. • Pupils make accelerated progress as judged through assessment baseline • Feedback used to make next steps explicit to children
C	<p>Computing skills and use of suitable platform for learning.</p> <ul style="list-style-type: none"> • Computing skills and setting of home learning online is prioritised within curriculum for years 1-6 • Maths workbooks purchased in case of isolation or closure • Literacy Tree subscription to supplement English teaching on line • Additional headsets • Additional IT technician time to set up government provided chrome books and laptops – 2 days 	<ul style="list-style-type: none"> • Pupils have equal access to technology and virtual learning during closure • The school has adequate technology devices to lend to pupils, if required • Parents are able to support their children in accessing the technology • Home learning is developed further during this academic year to improve access to learning at home for all pupils. • A strong remote learning offer to be in place to support pupils who are isolating with learning. • All staff are trained in its use of platform • Weekly homework activities are uploaded for KS2 and feedback to pupils given as and when appropriate.. • Isolating pupils engage with learning offer
D	<p>Mental well-being and physical health</p> <ul style="list-style-type: none"> • Time in class to be spent on mental health, wellbeing and social skills development. This will be at the core of the curriculum from week 1 and will be the focus of class assemblies and PSHE for the term or longer if necessary. • Teachers and TAs to support pupils who have not returned to school at all since 20th March 2019 – 1st September 2020. • Additional ELSA time available with time spent identifying pupils who need support and support available for those who pro-actively seek it. 1 day • Counselling and/or signposting available for pupils in need 	<ul style="list-style-type: none"> • Social and Emotional issues addressed and notes show improved well-being • Pupils' social and emotional literacy improves. • Pupils are more able to engage with learning. • ELSA reports improvement in attitudes and lessening of anxiety/fear • Physical activity takes place for 2 hours a week • Physical activity is planned in case of closure

	<ul style="list-style-type: none"> • Extension of role of PE co-ordinator from April to support physical well-being and oversee curriculum and competitions - 14 days teacher 	
E	<p>Self care</p> <ul style="list-style-type: none"> • Additional support available for reception children entering the school who have issues with independent eating, toileting, hand washing and changing for PE – 1 hour a day • Communication with parents around clear expectations for independence. 	<ul style="list-style-type: none"> • Children are able to take care of themselves to an age appropriate standard • Parents have an understanding of expectations for children’s self care
F	<p>Resilience/perseverance in learning</p> <ul style="list-style-type: none"> • Newly devised curriculum to improve children’ resilience and perseverance both remotely and in school through structured activities and small steps. • Pupils who struggle with concentration and class routines due to COVID 19 to have well-defined and structured support from TAs to support learning (eg: now and next boards, illustrated timetable, time with TA to discuss day) • Online platform supports pupils learning styles and allows them to build engagement. 	<ul style="list-style-type: none"> • All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021 • High level of engagement with remote learning across school. • Parents informed about their child’s next steps and how to support at home.

Barrier	Resource	Cost
AB	Subject leader time	£1890
A	Library	£1680
A	Phonics support	£3360
B	Maths support	£6720
B	Sub Leader time	£600
C	Maths Books	£600
C	Literacy Tree Subscription	£714
C	Additional IT technician time	£578
C	Headsets	£300
D	ELSA	£3360
E	Lunch supervision	£1680
	TOTAL	£21,482
		Excess to be funded from main budget