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| **Summary information** | | | | | |
| **School** | Thorne King Edward Primary School | | | | |
| **Academic Year** | 2020-2021 | **Total Catch-Up Premium** | £26,640 | **Number of pupils** | 370 |

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| **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 Y11.  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. | |
| **Use of Funds** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. The gaps have been identified by the class teacher by looking at what has not been taught, and also through analysis of assessments.  A range of interventions are taking place for some individuals and groups of children who require additional support on specific objectives. Our bespoke ‘King Edward Maths’ interventions have been used as a ‘catch up or consolidate’ intervention, as well as same day intervention, and the use of the pre teach.  Children still have a huge appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’.  Recall of basic skills has been a focus in school and we have seen that children have ‘re-awakened’ their knowledge of these as well as improving the speed of recall. This is reflected in arithmetic Teacher Assessments. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths. However, they have lost essential practising of writing skills. Phonics, spelling, punctuation and handwriting knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who evidently didn’t write much have had to work exceptionally hard on writing stamina, presentation and improving their motivation due to the lack of fluency in their ability to write.  Handwriting was really affected during lockdown, therefore, daily handwriting sessions were implemented to help the children with this and we saw a quick improvement in the majority of children. Phonics and spelling interventions have been implemented across school to try to close gaps. |
| **Reading** | Reading was accessible for families during lockdown due to the introduction of online reading books via the Rising Stars Reading Rocket website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school.  Parents have been given links to the website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children.  Teachers also taught a live reading session each day for year groups 2 to 6. This has enabled most children to continue with their reading progression. Despite this provision, the gap between those children that read widely and those that don’t has increased. Teachers have used assessments to identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions have been put into place / reviewed to meet their individual needs.  We have replaced our PM reading books with Letters and Sounds reading books, these books are closely matched to the children’s individual phonics level. Teachers have received training from our literacy lead of how to use these books. We have also adapted our approach to phonics, changing the lesson structure to include more time for the ‘apply’ part of the lesson. This is having a positive effect on the children, especially in year 1. |
| **Foundation Subjects** | There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Phonics : Children’s progression and security in Phonics knowledge has been negatively impacted by the Pandemic and Lockdowns during 2020 and 2021. Working with the English Hub review the models of Phonics Teaching and purchase a phonically decodable reading scheme to be used during the early stages of reading to support reading fluency and accelerated phonics progression.  Foundation Subjects : The foundation subjects will be planned with increasing detail to ensure high quality of provision and addressing any gaps in learning. Purchase of schemes to support this planning and training for staff. Consultant support purchased for subject leaders to support them in ensuring they can impact on the quality of provision in the foundation subjects.  Outdoor Play and Learning : The children’s social and emotional skills have been impacted by social distancing, and the Lockdowns, along with children’s fitness levels. Research ways to improve Play provision, provide training for staff on play and implement plans. This will lead to improved social and emotional development, as well as improved activity and fitness levels. This will then further impact on learning in other areas of the curriculum.  Well-Being : There has been much talk of how coronavirus and the lockdowns have affected the wellbeing of children. Children have missed out on many opportunities both in school and out of school that support their wellbeing and happiness. The school will be working with Inpsire2U and the UK Ambassador for Happiness to improve the Well Being of staff and children, and implement key strategies to support this. | ***New models of teaching for the teaching of phonics to be implemented following training for all staff.***  ***New phonically decodable reading scheme to be purchased and implemented for the early stages of reading taking advice from the English Hub.***  ***Training for all staff on Phonics delivered by the English Hub.***  ***Carry out a Deep Dive in Reading early in the Autumn Term, supported by the LA and the English Hub.***  ***Additional time for leaders to research and plan foundation subjects, purchasing additional resources to support the planning and delivery of the foundation subjects.***  ***Training for staff on the new curriculum plans and allowing them time to become familiar with the new schemes of work.***  ***Training for Middle Leaders on the role of a Middle Leader and provision of half-termly coaching sessions for middle leaders carried out by a learning consultant.***  ***Carry out Deep Dive on a sample of foundation subjects supported by the LA.***  ***Research on ways to improve High Quality Play Provision.***  ***Appoint a Leader for Outdoor Play and Learning.***  ***Sign up to OPAL Programme (Outdoor Play and Learning).***  ***Training for staff and Governors on Play Provision.***  ***Set up a Working Group to implement the OPAL approach.***  ***Action Jackson is a ‘happiness ambassador for the UK’ and a motivational speaker for staff and children. Action Jackson will be working with the staff at school on how to motivate themselves and learners, ensuring that children are happy, positive and that they are able to achieve. Staff Training Day***  ***Action Jackson will also be providing whole school and key stage assemblies for children, as well as workshop sessions with classes, addressing some key strategies we can implement.***  ***Working with Inspire 2U to implement a well- being programme within school.***  ***Identified children being targeted for Forest School Sessions over the Summer Term.*** |  | LL, AJB, LG  KS, AJB, LG, SJS  JG, LG, KA, AJB  KA, AJB | Jul 21, Dec 21  Jul 21, Dec 21  Dec 21  Jul 21, Dec 21 |
| Pupil Assessment and Feedback  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. | ***Teachers to identify gaps in learning through using PIXL assessment resources and assessment for learning, and use this information to adapt teaching, ensuring they address any weaknesses or learning gaps.*** |  | AJB, KA, LG, LL, CC | Apr 21, Jul 21, Dec 21 |
| Transition Support  Due to lockdown, children in upper key stage 2 have missed out on opportunities and experiences that are planned to help them develop their confidence, sense of self-worth and aspirations.  The children moving from year 6 to secondary school will not be taking part in the normal range of activities planned to help support transition. | **Children in Y5 to work on raising aspirations and self-worth activities, and to be ready for the move into Year 6. Work to be carried out with Anthony Daulphin from Standing Ovation Project.**  **6 weekly 1 ½ hour sessions for each class.**    **Children in Y6 to work on raising aspirations, transition activities and improving self-esteem in order to prepare them for the move to secondary school and for the children to be ready for this move.**  (£1771.20) |  | AJB. KA  AJB, KA | Sept 21  Sept 21 |
| **Total budgeted cost** | | | | **£** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **One to One and Small Group Tuition**  Identified children will receive 1:1 and small group tuition within key areas of Reading and Maths to reinforce their skill acquisition and application of key skills, addressing the gaps in learning and children achieving the expected standard. | A teacher to be employed on a supply basis for 2 days a week to cover the class teacher so that the class teacher could deliver interventions Key Stage 2.  A teacher to be employed on a supply basis 2 days a week to cover the class teacher so that the class teacher / supply teacher could deliver interventions at Key Stage 1. |  | **AJB, LG, KA, LL** | **Dec 20, Mar 21, Jul 21** |
| **Intervention Programmes**  Appropriate interventions, such as King Edward Maths, KERA and FFT will be used to support identified children in reinforcing their understanding of basic maths and literacy skills, addressing the gaps in learning and children achieving the expected standard.  There has been an increase in the number of children that are requiring some intervention and support for speech and language, and this has been impacted further by the Lockdowns. Some of our children have been signed off from speech and language support due to non-attendance. This support is only offered in Doncaster rather than in school.  Our in school analysis of assessments and daily findings in school has shown as that the key stage one and early years children have been the most affected by the lockdowns, Especially in the phonics development. | A teacher to be employed on a supply basis for 2 days a week to cover the class teacher so that the class teacher could deliver interventions Key Stage 2.  A teacher to be employed on a supply basis 2 days a week to cover the class teacher so that the class teacher / supply teacher could deliver interventions at Key Stage 1.  A teaching assistant was employed on a supply basis for 3 days a week to deliver interventions in Key Stage 1.  A member staff will be employed solely to work with children across school who need 1:1 input for speech and language development.  Training needs for the members staff who will be delivering the speech and language intervention.  A Teaching Assistant and Teacher to be employed one day a week to deliver phonics interventions, or to release the class teacher to deliver the phonics intervention. They will be working with targeted EYFS / Key Stage One children on developing their phonics knowledge using direct teaching. |  | **AJB, LG, KA, LL**  **LL, HD, AJB**  **JG, LG, LL, CC** | **Dec 20, Mar 21, Jul 21, Dec 21**  **Dec 21**  **Jul 21, Dec 21** |
| **Extended School Time**  Identified children are able to access a weekly 1:1 or small group reading tuition after school. The attainment of those identified children improves and effect of lockdown is becoming negated, with children achieving the expected standard in reading. Parents are supportive of the session. | *The cost of a teacher to run the after-school reading tuition sessions.* |  | **AJB, LL** | **Mar 21, Jul 21** |
| **Total budgeted cost** | | | | **£** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Supporting Parents and Carers**  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.  Children have missed out on school trips and the cultural capital this provides. Parents have less money available. All children to go on a subsidised school trip once trips are allowed again. | ***Additional online learning resources will be purchased, such as TT Rockstars, Numbots, Reading Planet Books, Education City and are used to support children at home.***  ***Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***Borowmi packs to be purchased to use for home learning and during Lockdown for EYFS children.***  ***School trips to be arranged for all year groups once children are able to go on trips again. These are to be subsidised by the school.*** |  | **LG, MR, CC**  **LG, MR**  **JG**  **JG, Phase Leaders** | **Mar 21, Jul 21**  **Mar 21, Jul 21**  **Mar 21, Jul 21**  **Jul 21** |
| **Access to Technology**  During the Lockdown, children can access computers so that they can fully access remote learning when in Lockdown or isolating.  Teachers have laptops that are equipped with webcams and allow the teachers to access learning resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | ***King Edward are to purchase 5 Chromebooks. They are to be used to further support online access to resources during Lockdown or when children in isolation.***  ***Private Donation £1,500***  ***Purchase extra IT technical support time to prepare DFE Provided computers and school based computers ready to be used when needed when children isolating or during Lockdown.***    ***King Edward to purchase 5 laptops to ensure teachers have the resources that efficiently allow them to engage with online learning during Lockdown or when children / staff are isolating.***  ***£3135*** |  | **AJB**  **AJB, MR**  **MR** | **Jul 21**  **Jul 21**  **Jul 21** |
| **Total budgeted cost** | | | |  |
|  | | **Cost paid through Covid Catch-Up** | |  |
|  | | **Cost paid through school budget** | |  |
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