

Earls Barton Primary School – Covid 19 Catch Up Premium Funding (2020 -2021)

‘Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to the disadvantaged.’

(Covid – 19 Support Guide for Schools – June 2020)

To be read in conjunction with:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

<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>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

| 1. Summary information | | | |
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| School | Earls Barton Primary School | | |
| Academic Year | 2020 - 2021 | Total catch up funding | £36000 @£80 per pupil |
| Total number of pupils | 450 | Date for next review | July 2021 |
| Teaching and whole school strategies | | | |
| <ul style="list-style-type: none"> ✓ Baseline assessments to identify gaps in learning ✓ Sports coaching in place provided by Pacesetters to support high quality PE teaching whilst enabling additional staff release ✓ Deployment of two high quality additional teaching staff on temporary contracts (Emma Wilson and a second contact) as per EEF recommendations to support targeted groups of children in small group work. ✓ Recovery curriculum planned and implemented across the school as per guidance from Barry Carpenter. ✓ Key areas of the Recovery Curriculum are taught alongside a broad, balanced and inspiring curriculum. ✓ Feedback and marking policy amended to better incorporate live and verbal feedback to provide immediate responses to allow for rapid progress and instant improvements. ✓ Whole staff CPD for research promoted including masters and higher degree opportunities also this to include on metacognition and on working memory, low stakes assessments etc. ✓ On arrival baselines assessments in place and responded to accordingly ✓ Short tests and quizzes often out of context to aid memory retention ✓ Reflection time to allow staff and pupils an opportunity to reflect on what they have found difficult and why. What are the next steps and what support do they need? <p><u>From the EEF research</u></p> <ul style="list-style-type: none"> ✓ A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. ✓ Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving different kinds of organisation and tasks. Peer tutoring can also be considered as a type of collaborative learning. | | | |

- ✓ **Early years or early childhood interventions** we aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success.
- ✓ **Feedback** given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in our children's learning. Feedback redirects or refocuses either the teacher's or the children's actions to achieve a goal, by aligning effort and activity with an outcome. It will be about the output of the activity, the process of the activity, the children's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback will be verbal or written, or can be given through tests or via digital technology. It will come from a teacher or someone taking a teaching role, or from peers.
- ✓ **Metacognition and self-regulation** approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.
Self-regulated learning can be broken into three essential components:
 1. cognition - the mental process involved in knowing, understanding, and learning;
 2. metacognition - often defined as 'learning to learn'; and
 3. motivation - willingness to engage our metacognitive and cognitive skills.
- ✓ **Reading comprehension strategies** focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.

Staff and children wellbeing

- ✓ The EBPS pastoral team will be available to support children and parents.
- ✓ The pastoral team will be lead by the HT and DHT during the autumn term until the newly appointed Inclusion Leader takes post in January 2021
- ✓ All staff have been signposted to: www.educationsupport.org.uk
- ✓ All staff received high quality training delivered by the DHT as part of the September training days.
- ✓ All staff attended a meeting with the HT on either 3/11/2020 or 6/11/2020 where staff wellbeing was highlighted and support was reaffirmed.

- ✓ A staff wellbeing survey took place in the last week of Term 1 which informed plans for Term 2 which were shared with all staff in the two November meetings.
- ✓ Additional resources are available to support the pastoral team to carry out and offer additional support
- ✓ The FSW continues to work with parents over a range of issues including attendance.
- ✓ SLT continue to prioritise staff wellbeing

The curriculum.

- ✓ EBPS will teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- ✓ As far as possible the curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including science, geography, history, music and the arts, physical education and sport, religious education and relationships and health education.
- ✓ We aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- ✓ We will plan on the basis of the educational needs of pupils.
- ✓ Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- ✓ We continue to develop remote education so that it is integrated into school curriculum planning. Remote education will be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.
- ✓ Staff implement the EBPS Recovery Curriculum which was shared with parents before the start of the summer holidays
- ✓ EBPS implemented and refined a variety of measures to negate the risk of Covid 19. One confirmed case in Term 1.
- ✓ The HT and the SLT will continue to communicate with parents

Predicted expenditure September 2020 – July 2021

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| 1 | Deployment of additional staff to offer additional tailored support two days per week to carry out targeted intervention and support work with a small group | £13,200 |
| 2 | Deployment of additional support two days per week to carry out targeted intervention and support work with a small group of children. Deployment of Hannah Toms to work remotely x1 day (Friday) | £19887 |
| 3 | Additional funding to support the attainment of Pupil Premium and Disadvantaged children. a) To include additional release of CLT and other key staff b) Resourcing c) IT and remote learning provision d) developing home school communication including attendance e) light touch assessment f) externally sourced holiday support g) offer of clubs and additional pre and post school opportunities. | £728.25 |
| 4 | Additional funding to support the attainment of SEND children. a) Additional release of Acting SENDCO. b) Resourcing c) IT and remote learning provision d) developing home school communication including attendance e) light touch assessment f) externally sourced holiday support g) offer of clubs and additional pre and post school opportunities. | £728.25 |
| 5 | Additional funding to support child wellbeing and mental health. Includes additional staff hours, capacity from JoGo Behaviour Support | £728.25 |
| 6 | Additional funding to support pupil behaviour and performance. Rewards, incentive programmes, profiling, additional support hours. | £728.25 |
| | Total Expenditure = £36,000 | |

