



Ottery St Mary Primary School

# Covid-19

## Catch Up Premium Plan

### 2021-22



Summary information					
School	Ottery St Mary Primary School				
Academic Year(s)	2020-22	Total Catch-Up Premium	£33,770	Number of pupils	420

Guidance	
<p>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.</p> <p>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 11.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p> <p><i>The school is to use some of the allocated funding to support the learning of children not attending school during the lockdown in the Spring Term. Funding will be allocated to sourcing and creating suitable resources for children and their parents to access whilst home learning. This will cover both online/software based resources but also physical resources made available or delivered to the family homes.</i></p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<p>Barriers to the implementation of Power Maths across the school were created by the national lockdown and school closure. Teacher assessments indicate that children’s progress has slowed due to variety of approaches and access to resources during lockdown. Teacher assessments indicate that children’s knowledge of key number facts and times tables is varied due to the varied impact of lockdown.</p>
<b>Writing</b>	<p>Many children across the school did not access writing during lockdown. Initial teacher assessments in September evidence gaps in writing skills including motor skills and grammatical understanding. Pupil learning behaviours in September show a lack of resilience in writing tasks across the school. Home learning activities during lockdown showed greater engagement in maths and reading activities, however across all year groups fewer children submitted writing outcomes.</p>
<b>Reading</b>	<p>Teacher assessments suggest a negative impact from lockdown on reading across the school. Guided reading sessions were previously not consistently supporting pupils to catch up and make good progress from their identified starting points. Early reading resources in the school require auditing and renewing to support early reading skills. The school library requires relocating in order to improve access to books and reading opportunities.</p>
<b>Non-core</b>	<p>Pupils are not experiencing normal schooling routines. Events in the news are troubling for pupils and adults, there is an international decline in mental health and wellbeing. Teaching and learning is more structured and delivered in a different way. Seating is in rows and group work is limited. Pupils may find that they are receiving less adult support in class and as part of intervention groups. Pupils displaying Covid symptoms remain at home for a time period pending the results of a test being completed and the results known. Adults working in classes have less non contact time and the structure of the school day is more intense. Staff have limited contact with adults outside of their Year group bubbles. Staff manage their own anxiety with close proximity and working relationships with their classes. The curriculum has been affected with outside spaces strictly timetabled and indoor communal spaces not being used for a range of activities.</p>

**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?
<p><u>Quality first teaching:</u> Pupils will enjoy learning and take pride in their written work. Gaps will be identified through formative assessment and addressed through quality first teaching. Pupils will apply the principles of writing taught through the English sequence across all curriculum areas. Pupils will apply the principles of phonics and spelling rules to help them to decode and spell unfamiliar words. Progression in writing skills will be evident across the school.</p>	<p><i>NPQSL course to support school improvement projects and QFT across the school (£3500)</i></p> <p><i>WalkThrus CPD investment to support ongoing QFT CPD across the school (£905)</i></p> <p><i>EYFS 'Planning in the Moment' and refresh of learning environment to facilitate approach informed by Anna Ephgrave (£1000)</i></p>		<p>FLT</p> <p>EYFS team</p>	Spring 2022
<p><u>Teaching assessment and feedback</u></p> <p>Consistent approaches to guided reading will be in place across the school which build on opportunities, skills and knowledge. All staff will be familiar with these systems and expectations. The guided reading curriculum will teach the comprehension and decoding skills required to achieve age related expectations as required by the national curriculum. Internal and external data will demonstrate consistently good progress for children from their relevant starting points.</p>	<p><i>Comparative marking approach implemented to support the assessment and moderation of writing across the school. (£595)</i></p> <p><i>No Marking policy / feedback booklets implemented across school (Staff meeting time)</i></p>		FLT / KP	Spring 2022
<p><u>Transition support</u></p>	<p><i>TA / SENco time allocated to ensure quality transition for pupils from Early Years setting and early identification of need. (Through school budget)</i></p>	Pupils joining the foundation stage with additional needs were identified prior to September and support was put in place proactively.	SENco	Autumn 2021

Consistent exchange of information between school and local pre-schools supporting the early identification of needs. Support for pre-schools in getting children school ready in light of ongoing Covid-19 disruption within education				
<u>Resourcing of teaching</u>  Resource all classes with required maths manipulatives to deliver the Power Maths scheme. Resources will be audited and budgets established for April 2021. The library relocation will provide enhanced opportunities for reading across the school and renewed resources to support early reading development.	<i>Maths manipulatives to support the teaching of maths. (£1858)</i> <i>MYON to support reading whilst at home (£2000)</i> <i>Reading Eggs to support phonics (£945)</i> <i>Guided reading resources refreshed to support QFT of guided reading (£1866)</i> <i>Reading for pleasure books to re-establish a culture of reading for pleasure across the school (£4226)</i> <i>Literacy Shed (VIPERS) (£273)</i> <i>LittleWandle Phonics refresh (£5500)</i> <i>Further library stock / resources (£100)</i>		FLT	Spring 2022
			<b>Total budgeted cost</b>	<b>£ 14873</b>

<b>i. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group work</u>	<i>Vulnerable children attending school during lockdown targeted for 1:1 or small group intervention by designated staff.</i>		Phase leaders	Autumn 2021
<u>Intervention support</u>  Consistent systems will be in place across the school to support early identification of needs for vulnerable pupils on entry to the school. Tracking systems will be in place to evaluate the impact of interventions in supporting vulnerable	<i>Designated adults are timetabled to offer targeted support to identified children who are attending school during lockdown. Progress is tracked.</i>		SENCo	Spring 2022

<p>pupils to make good progress from their starting points. Staff will be familiar with setting and reviewing SMART targets to support vulnerable pupils and will be able to evidence their impact.</p>				
<p><u>Pastoral and SEN teams to target support toward identified children who are not able to access school during the lockdown period. This will ensure that these children are better able to effectively engage with the learning they have been set and minimise gaps that may have otherwise appeared.</u></p>	<p><i>Vulnerable children identified from school tracking systems. Cross referenced with those attending during lockdown. Pastoral and SEN team are allocated children the school has concerns about who are not attending during lockdown. These two teams make regular contact via phone communication or virtual meeting technology with the families to support learning. Learning and progress will be tracked by Pastoral and SEN teams as well as the class teachers to ensure that there is consistent engagement with the appropriate work being set. Pastoral book stock (£118)</i></p> <p><i>SEN Resources - TRUGGS, Edukey, IDL Software, Nessy Licences - supporting vulnerable and SEN pupils during lockdown (£3573)</i></p> <p><i>Additional EP hours investment to support early identification of need (£1860)</i></p>		SENCo	Spring 2022
<p><i>Greater interaction between class teachers and online learners promoting greater engagement and pride in the work being completed at home.</i></p>	<p><i>School timetables created across all year groups to support teachers having designated time to interact with the children working from home during lockdown. This will encourage the children to share work that they are proud of during the week and receive feedback from the class teacher.</i></p>		FLT	Ongoing
<b>Total budgeted cost</b>				<b>£5551</b>

**i. Wider Strategies**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting wellbeing</u></p> <p>Pupils will be settled and display positive learning behaviours throughout the school. School routines will be established and settled. All stakeholders will feel listened to and valued in the school improvement journey. Staff will feel valued and supported by the school. Staff concerns will be responded to and addressed. Staff workload will be evaluated to ensure it is appropriate and purposeful. Staff will be motivated to engage in school improvement priorities.</p>	<p><i>Staff supported to take their PPA away from the school setting for improved mental health.</i></p> <p><i>Teaching assistants and office staff are expected to have a designated morning or afternoon away from the school to support mental wellbeing.</i></p> <p><i>Where possible the school is flexible to personal requests from staff to support them working in different capacities based upon personal circumstance.</i></p> <p><i>Forest school 'grab bags' and support of outdoor learning during lockdown (£100)</i></p>		SLT	Spring 2022
<p><u>Access to technology</u></p> <p>When self isolating, pupils will continue with their learning sequence. Upon returning to school, pupils are able to continue with their learning in line with their peers. Pupils who regularly self isolate or are at risk of missing an increased amount of in-school education are tracked and given additional support. Parent contact through office or via phone to ensure confidence in delivering online learning activities. Tracking of vulnerable pupil access to online learning. Pupils who regularly self isolate tracked through vulnerable pupil meetings and parents supported in delivering online learning.</p>	<p><i>GoogleClassrooms are maintained regularly offering access to appropriate learning for all children across the school on a daily basis.</i></p> <p><i>Work completed at home is celebrated and interacted with by class teachers who will offer feedback to each pupil who submits work into the GoogleClassroom. Where online provision is not suitable, a pack of resources will be compiled and distributed so that children can access their learning.</i></p> <p><i>Laptop investment to support vulnerable pupils additional to that provided by the DfE (£500)</i></p>		AL	Autumn 2021
<p><i>Catch-up funding utilised to effectively generate and distribute quality resources to families to support and promote learning. Resources will help parents to home educate more comprehensively and minimise gaps that may have developed.</i></p>	<p><i>Designated staff to create or source appropriate support materials.</i></p> <p><i>Materials to be distributed to families. Advice and guidance to be given to families and children to support the use of these materials.</i></p>		FLT	Spring 2022
<p><i>Those families in receipt of targeted free school meals are offered a weekly hamper to ensure that the</i></p>	<p><i>Weekly hamper of food made available to those that are eligible.</i></p>		SLT	

<i>children are still receiving food and appropriate nutrition during the lockdown period.</i>	<i>Delivery in place to ensure that all can receive the food hamper regardless of distance from the school or personal circumstance.</i>			
<i>Reading/ Library/Accelerated Reader to be linked to a greater extent to promote further engagement and enjoyment of reading.</i>	<i>Designated member of staff deployed to support this initiative.</i>		SLT / SH	Spring 2022
			<b>Total budgeted cost</b>	<b>£ 600</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£</b>
			<b>Cost paid through school budget</b>	<b>£</b>