



Awliscombe Church of England Primary School

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CORONAVIRUS CATCH UP PREMIUM

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.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Pre-School numbers, meaning we are predicting Awliscombe Primary School will be in receipt of £8,400 (105 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

At Awliscombe Primary School, this money will be used in order to provide:

- 30 Chrome books and charging trolley
- Phonics bug online reading Scheme
- Curriculum resources and materials that support "catch up" and mental health of pupils, including Headstart materials for reading, assessment, maths and grammar.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for “catch up” at Awliscombe Primary School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

Catch Up at Awliscombe Primary School

For all children:

- **Working through well sequenced, purposeful learning plans.** We have adapted our Maestro curriculum to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose Scheme as our spine of learning and we have been able to use catch up premium to purchase adapted plans that have been purpose written for catch up e.g. Headstart materials.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition and subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

For some children:

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Catch up IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

School Overview

Number of pupils in school YR – Y6	97
Proportion of disadvantaged	1%
Catch-up Premium allocation (No. of pupils x £80)	£8,400
Publish Date	15/11/20
Review Dates	January 2021 - Spring term.
Statement created by	P Hammett - Executive Headteacher
Governor COVID Lead	Tony Treen - Governor

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is significantly low compared to both a local and national picture at 1% or 1 child in total.
- The large majority of children from Reception to Year 6 engaged with the detailed home learning packs that the school provided to varying degrees. Out of 98 children on roll we had 15 children who did not engage in any school directed learning which equates to 15.6% of our school population.
- Upon re-opening on September 2nd 2020, we had an excellent response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were offered a staggered timetable to ease the transition process since visits were not possible during Summer 2020 due to COVID 19 but all children choose a full time return from the first day of term.
- Overall attendance for Week 1 was 99.3%. This was maintained throughout September. The second week showed a dip as Testing wasn't easily available. Attendance compared to national data stayed high.
- Overall attendance for the whole school is currently at 99.3% compared to national attendance data 90% (12th Nov 2020)

- Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. This was crucial in terms of teacher workload and their mental health and emotional wellbeing. This allowed for teachers to come back to a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- We agreed as staff to achieve a baseline in September to assess and identify next steps in reading, writing and mathematics.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and COVID 19.	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020. Lots of social emotional learning taking place on a regular basis.
	B Home learning is significantly limited due to the school having no online platform available. Without an online learning platform, we haven't established a consistent and effective method of remote learning. An online learning platform used and can be developed further during this academic year to improve access to learning at home for all pupils. Effective remote access to support isolating children.	A strong remote learning offers to be in place. A new and improved platform is in place and all staff are trained in its use. Google classroom set up and running. All children have access to platform. Lessons planned and being delivered during Autumn term 2020 to those children in isolation. Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. Change in school culture to use remote learning on a daily basis.
	C To focus upon strategies and support which develop greater resilience and self -confidence in our children.	To have an overall increase in children's resilience and self-confidence by the end of summer term 2021.
	D Children in homes with poor internet/no internet. Slow WIFI - bandwidth not good enough. Large families with limited access to devices to support home learning, especially when parents are working at home too.	All children to have access at some point in the day to take part in remote online learning. WIFI connection good enough to access live learning through google classroom.
Targeted academic support	E To use September baseline assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
	F Some pupils may have had limited access to reading/ phonics materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term-by-term basis from Autumn 2020 to Summer 2021. Target for Phonic Year 2 = 82% Target for year 1= 100 %

Wider Strategies	G	Some pupils may 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.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.
	H	Highly anxious parents with children returning but adults in lockdown, including members of the family who are critically shielding or considered vulnerable. The worry of elderly parents and grandparents.	Regular communication through newsletters, updates etc. Introduction of a COVID telephone line that is always available to parents to call out of hours. School website with information on COVID 19.
	I	Support for families suffering knock on effects of COVID.	Regular TAF meetings for families who need support. Increased contact and reduced issues coming into school. Positive Early Help engagement
	J	Limited contact between home and school during the summer. Parents and teacher's ability to communicate and share affected by the RA that confirms no visitors to school during Autumn term. Limited opportunities for face to face meetings.	New Chrome books in school that can be lent out to families during a full tier4 lockdown. Dongles purchased to boost WIFI signal at home during tier 4 lockdown. 24-hour communications phone – COVID related issues only.

Teaching					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost and resources.	Staff lead	When will you review this?
Class teaching focus on social emotional learning of pupils. Support mental wellbeing through P4C and PSHE on a weekly basis.	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020. Lots of social emotional learning taking place on a regular basis.	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and COVID 19.	Picture News – Katie Harrison £85 for a year's subscription.	All members of staff	Half termly till Easter 2021

Build on the action from above bullet point. Develop through collective worship	To have an overall increase in children's resilience and self-confidence by the end of summer term 2021.	To focus upon strategies and support which develop greater resilience and self-confidence in our children.	Use TEAMS or google classroom to link pupils around school. To meet for discussions.	Each class teacher	End of December 2020
Set up google Classroom across the federation. Set up all children to have access at home and school.	A strong remote learning offers to be in place. A new and improved platform is in place and all staff are trained in its use. Google classroom set up and running. All children have access to platform. Lessons planned and being delivered during Autumn term 2020 to those children in isolation. Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. Change in school culture to use remote learning on a daily basis.	Home learning is significantly limited due to the school having no online platform available. Without an online learning platform, we haven't established a consistent and effective method of remote learning. An online learning platform used and can be developed further during this academic year to improve access to learning at home for all pupils.	DfE grant towards the set-up of google Classroom. Soft Egg to carry out the work £2000 September 2020.	SLT	25 th November 2020 Resources committee
Improve WIFI in school Purchase Chrome books for	All children to have access at some point in the day to take part in remote online learning.	Children in homes with poor internet/no internet. Slow WIFI - bandwidth not good enough. Large families with	£7950 Chrome books £1000 Charging trolley	SLT	TBC – depends on completion date of google

the children to use confidently google classroom in school and to be able to transfer the skills to use it at home.	WIFI connection good enough to access live learning through google classroom.	limited access to devices to support home learning, especially when parents are working at home to.	£44 per dongle. plus, £10 monthly subscription for 10GB SIM card per user.		classroom and training for staff
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Targeted Academic Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost and resources	Staff lead	When will you review this?
	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.	To use September baseline assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing and Mathematics.	Headstart materials £750	Claire Hulbert and SLT	Half termly with full teaching staff.
Introduction of online English programmes <ul style="list-style-type: none"> • Mylexia • Reading theory. • Phonics Bug • Phonics tracker 	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021. Target for Phonic Year 2 = 82% Target for year 1= 100%	Some pupils may have had limited access to reading/ phonics materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.	Phonic bug online £235 Phonics tracker £118 My lexia - £2220 per year (minimum 3-year contract)	Claire Hulbert and SLT	Trail runs for the month of November for Year 2 and Year6.

Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost and resources	Staff lead	When will you review this?
Re in force school rules and procedures. Circle time to remind children of the rules of being in large groups.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.	Some pupils may 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.	Regular circle times	SLT	Half termly in staff meeting times.
Introduce new system to meet virtually with parents safely. Regular information sharing with wider community of latest changes or procedures. Weekly reinforcement of procedures during COVID.	Regular communication through newsletters, updates etc. Introduction of a COVID telephone line that is always available to parents to call out of hours. School website with information on COVID 19.	Highly anxious parents with children returning but adults in lockdown, including members of the family who are critically shielding or considered vulnerable. The worry of elderly parents and grandparents.	£300 per annum for Schoolcloud system	SLT	After first rounds of parents evening November 2020
Maintain essential contact (face to face/ virtually) with families who have ongoing needs.	Regular TAF meetings for families who need support. Increased contact and reduced issues coming into school.	Support for families suffering knock on effects of COVID.	As and meetings are required	PH CH EP VM	

	Positive Early Help engagement.				
Write a policy for sharing ICT equipment during isolation. Maintain an up-to-date list of families with limited or no remote learning facilities. Apply for grant of 10 dongles for 3 months free usage.	New Chrome books in school that can be lent out to families during a full tier4 lockdown. Dongles purchased to boost WIFI signal at home during tier 4 lockdown. 24 hours communications phone – COVID related issues only.	Limited contact between home and school during the summer. Parents and teacher's ability to communicate and share affected by the RA that confirms no visitors to school during Autumn term. Limited opportunities for face-to-face meetings	Stock identified that would be able to be sent home. £42 per dongle. £10 (10GB) per month per dongle to provide WIFI connection.	NB/CI PH	December 2021

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved: SLT, Chair of Governors; Full Governing Body, Finance Officer.
Committee meeting dates Autumn: 9 th December 2020 Spring: 24 th April 2021 Summer: 14 th July 2021
Autumn 2020 summary
Spring 2021 summary

Summer 2021 summary