



Covid19 Catch-up Premium Strategy

Guidance:

Children and young people across the country have experienced unprecedented disruption to their education due to of Covid-19. Among those hardest hit will be those from vulnerable and disadvantaged. The impact of lost time in education will be substantial. Schools funding allocation will be on a per-pupil basis. The grant will be available from 2020 to 2021.

Covid-19 Catch-up Premium Allocations

Pupils in year groups Reception through to Year 6 (as recorded on the October 2020 census) will receive a rate of £80 per place.

URN	LAESTAB	Establishment Name ¹	Pupil Numbers	Total Allocation	Autumn Estimate 2020 Payment ⁵	Spring 2021 Payment ⁶	Summer 2021 payment ⁷
100818	2102852	Pilgrims' Way Primary School	183	£14,640	£4,070	£4,470	£6,100

Use of funds	EEF recommendations
<p>Schools should use this funding for specific activities to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year.</p> <p>To support schools to make the best use of this funding, the EEF has published a Covid19 support guide for schools with evidence-based approaches.</p>	<p>The EEF advises the following:</p> <ul style="list-style-type: none"> • supporting great teaching • pupil assessment and feedback • transition support • one to one and small group tuition • intervention programmes • extended school time • supporting parents and carers • access to technology

Universal Strategies to Support Quality First Teaching:

Pupil Well-being

- Teachers and support staff will be sensitive to pupils' needs
- The classrooms will be welcoming and engaging
- Adults in the school will have regard for children's experiences during lockdown and will make time to talk to pupils about their experiences in an attempt to normalise them

The Classroom

- Teachers and support staff will use positive behaviour management according to the existing behaviour policy
- Time will be used efficiently to maximise learning time
- Lessons will be engaging with the appropriate amount of challenge

Instructional Support

- Effective modelling of concepts so that children can apply knowledge and skills
- Timely assessment for learning to address misconceptions and show children how to improve
- Time to consolidate learning through high quality independent tasks (supported where necessary)
- Language modelling
- Encourage higher order questioning through discussion and concept development

Impact of lockdown at Pilgrims' Way

Emotional	<p>Many children have experienced loss and some trauma due to the following:</p> <ul style="list-style-type: none">• lack of daily routines• a sense of incarceration• low feelings of self-worth• lack of social interaction• anxiety• trauma and bereavement <p>For some children, coming to school provides structure and a sense of belonging – thus a feeling a safety and belonging. Many children and their families were worried about a safe return to school. Some children have with the return to this structure and routine.</p>
Writing	<p>When at school, children are presented with daily opportunities to practise writing. When these opportunities are removed they lose:</p> <ul style="list-style-type: none">• resilience• stamina• grammar, punctuation and spelling• presentation
Reading	<p>Children were able to access reading more than most other subjects whilst learning at home. However, the gap between those children who read often and those who do not has further widened.</p>
Maths	<p>Specific content has been missed leading to children making slower progress and attaining below their capabilities.</p>
Cultural capital	<p>Children have missed out on:</p> <ul style="list-style-type: none">• workshops• trips• residential journeys• clubs• cooking• crafts• story times

Barriers to be overcome

Home learning	Some parents, despite support from school, found that home learning was a challenge and did not fully engage. Technology was an issue in the outset, as some parents do not have internet and the Dongles provided to them did not always work. Parents were often working from home themselves, so were not able to fully support home learning.
LA group falling further behind Children have gaps in learning due to lockdown in the summer term.	<ul style="list-style-type: none"> • Whilst the online learning was differentiated, parents found teaching their children with SEND challenging due to their lack of training in this area. • Entire units of work have been missed. • Quality first teaching has not been fully available • Support for LA children has been inconsistent.
Mental health	Pupils' mental health and well-being has been impacted on during lockdown. Often, on their return to school, children have been unsure and anxious.
Exercise.	Due to spending a lot of time indoors over lockdown, children's well-being and health has been impacted. Children have had reduced opportunity for cardio-vascular exercise, team games, sports and other outdoor activities.

Teaching Priorities for the Academic Year

Barrier	Actions	Desired Outcomes	cost	Desired impact
Home learning	<ul style="list-style-type: none"> • Staff training on Google Classroom • Expectations made clear that remote learning is to match the daily school offer • Work checked daily and next steps comments given to children • teachers to provide further remote support when requested 	Remote learning is of a high quality and offers a broad and balanced curriculum based on pupils' needs.	Google classroom cost £0.00	Weekly monitoring by the DHT showed that pupils were receiving a high quality, broad and balanced curriculum. Appropriate challenge for all was evident.

	<ul style="list-style-type: none"> • SLT informed about non-engagement of pupils • pupils contacted weekly by a member of SLT to check understanding of work • Daily Google meets between class and class teacher to go through expectations of the day. • vulnerable pupils to be offered a school place during lockdown 																											
Closing the gap for targeted pupils	<ul style="list-style-type: none"> • Academic teach first mentor to be employed by the school • KS2 pupils to be unidentified by data analysis work with academic mentor – emphasis on disadvantaged pupils. • Pupils to receive small group or individual teaching • focus on reading to increase fluency and comprehension 	pupils receiving tuition will close the gap and make good or better progress.	<p>Covid catch up premium academic mentor cost: £12,966.47 (£20,250.00 total cost from November 2020 – July 2021)</p> <p>Cost of resources:</p> <ul style="list-style-type: none"> • white rose £69.20 • classroom secrets £275.50 • Mathletics £1112.40 • Numbots £216.43 	<p>year 2 mentor worked across the whole class of 27 children on reading here:</p> <table border="1" data-bbox="1438 703 1742 906"> <tr> <td>progress</td> <td>R</td> </tr> <tr> <td>some</td> <td>5(19%)</td> </tr> <tr> <td>good</td> <td>7(26%)</td> </tr> <tr> <td>outstanding</td> <td>5(19%)</td> </tr> </table> <p>It can be seen here that children making good and outstanding progress in reading is 81%</p> <p>year 3 (4 children)</p> <table border="1" data-bbox="1438 1123 1962 1326"> <tr> <td>progress</td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>some</td> <td>1(25%)</td> <td>3(75%)</td> <td>0(0%)</td> </tr> <tr> <td>good</td> <td>1(25%)</td> <td>0(0%)</td> <td>4(100%)</td> </tr> <tr> <td>outstanding</td> <td>2(50%)</td> <td>1(25%)</td> <td>0(0%)</td> </tr> </table>	progress	R	some	5(19%)	good	7(26%)	outstanding	5(19%)	progress	R	W	M	some	1(25%)	3(75%)	0(0%)	good	1(25%)	0(0%)	4(100%)	outstanding	2(50%)	1(25%)	0(0%)
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				<p>In reading, 75% of children made good/outstanding progress, in writing 25% made good/outstanding progress, in maths 100% made good progress.</p> <p>year 5 (6 children)</p> <table border="1"> <tr> <td>progress</td> <td>R</td> </tr> <tr> <td>some</td> <td>3(50%)</td> </tr> <tr> <td>good</td> <td>0(0%)</td> </tr> <tr> <td>outstanding</td> <td>3(50%)</td> </tr> </table> <p>In year 5, 50% made outstanding progress.</p>	progress	R	some	3(50%)	good	0(0%)	outstanding	3(50%)
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Mental Health	<ul style="list-style-type: none"> •Recovery PSHE curriculum in place •Mental health champion established •Staff training on identifying pupils whose mental health has suffered because of lockdown •Focus on promoting good mental health through PSHE •Use of specialist support where needed (play therapist, CAHMS) 	<ul style="list-style-type: none"> •children will show positive mental health 	<p>play therapist cost – £0.00 (used current resources).</p>	<ul style="list-style-type: none"> •Pupil surveys show pupils are happy in school. •Children have established positive relationships with peers and staff •Pupils' work in PSHE shows a good understanding of positive wellbeing, and children can identify ways to ensure positive wellbeing •Pupils show good learning behaviour 								