

Evelyn Street Coronavirus (COVID-19): catch-up funding plan 2020/21

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

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.

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 with evidence-based approaches to catch up for all students. We have used use this document to help us direct the additional funding in the most effective way.

School overview

Metric	Data
School name	Evelyn Street Primary School
Pupils in school	295 plus Nursery
Catch-up premium allocation this academic year	20/21 - £22, 480
Publish date	January 2021
Review date	July 2021
Statement authorised by	Mrs J. Hindley
Catch up premium lead	Miss S. Cooper

Catch-up priorities for current academic year- Barriers to overcome:

- Initial analysis of attainment following COVID absence identified need of more capacity for interventions to 'plug' knowledge and skills gaps with small groups and individuals in math's and English.
- Analysis from pupil progress meetings and baseline of each cohort identified the support needed in each class.
- Observations and feedback from staff showed a need for social and emotional support for specific individuals finding the transition and risk assessment changes difficult to manage

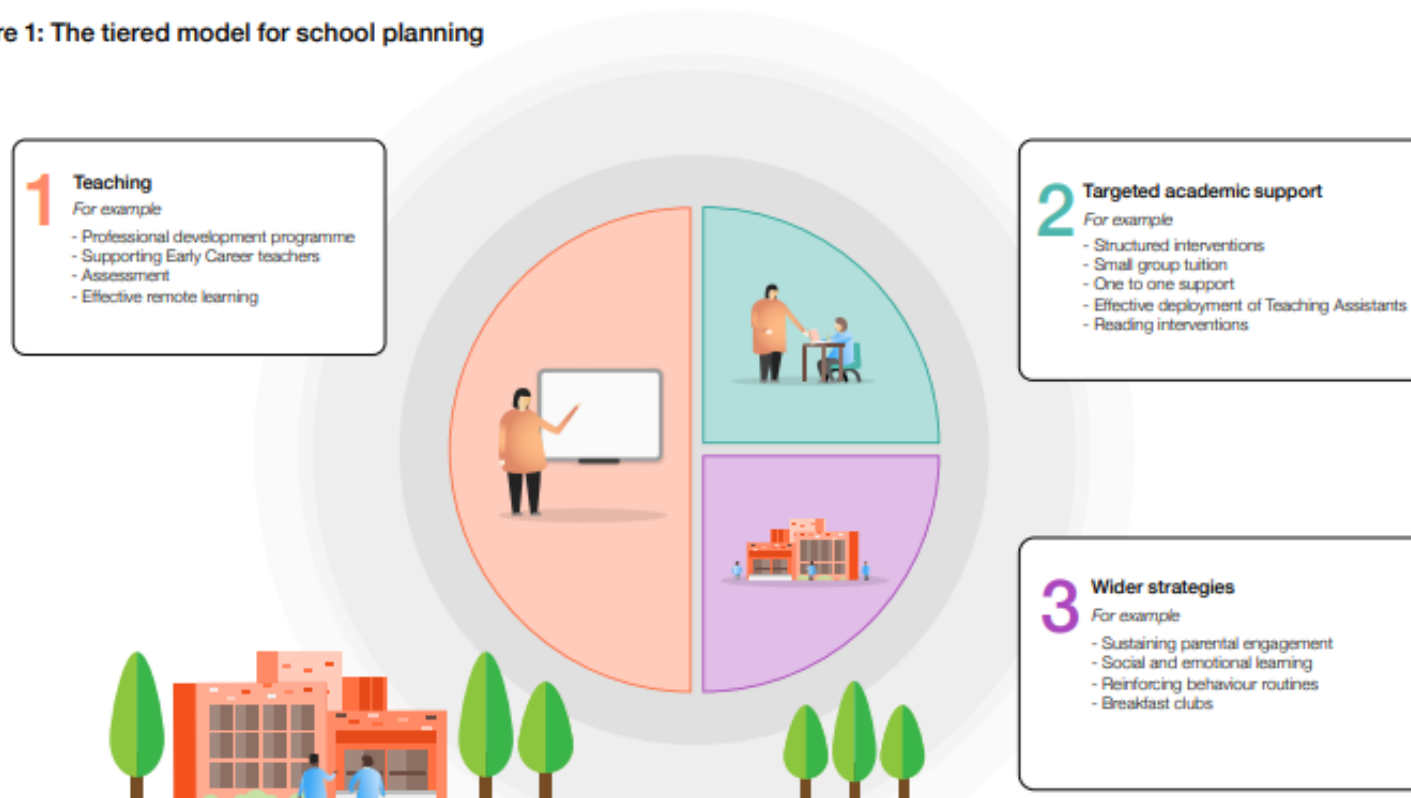
Desired Outcomes		Success Criteria
Teaching	Compensate for the negative impact of school closures on pupils attainment.	Over time fully recover the proportion of children on track to achieve ARE/ GD in Reading, Writing and Mathematics (Pandemic has not disturbed attainment or progress)
Academic Support	Staff and parents to work collaboratively to ensure pupils access all areas of the curriculum	Attendance for whole school to remain above 95%; this includes engagement with online learning.
Wider Strategies	Reduce the impact of school closure on pupil mental health	Pupils able to access support as required and to develop strategies enabling them to improve their overall wellbeing.

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking

about how to balance different challenges schools are facing this year. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



Overview of strategies in place

Desired Outcome	Chosen action/approach	Funding Allocation	Person(s) Responsible	Review dates	Comments
Compensate for the negative impact of school closures on pupils attainment.	<p>Recovery Curriculum: delivered from Autumn term 20/21 onwards, an increased focus on Reading/Phonics, Writing and Mathematics.</p> <p>Assessments:</p> <ul style="list-style-type: none"> Baseline assessments undertaken and analysed in phonics, reading, writing and maths. Additional support through intervention and pre/post teach focused on appropriate, regular sessions to meet specific needs, such as vocabulary development, reading fluency etc. Further diagnostic assessments will inform the intervention strategy used. Structured interventions delivered through regular sessions, will be carefully targeted based on need. For example, <p>Tuition/ Additional adult support:</p> <ul style="list-style-type: none"> High Quality One to one and small group tuition for phonics, reading, writing and maths (assess, plan, do, review model). Bespoke Maths and English programmes delivered Intervention programmes for pupils who have fallen furthest behind include research based interventions Use of TAs to deliver pre teach and post teach sessions directed by the class teacher, which allow children to successfully participate in and benefit from quality first teaching in the classroom alongside their peers. EYFS to deliver targeted support through the Nuffield Early Language Intervention. <p>CPD:</p> <ul style="list-style-type: none"> EYFS, English and mathematic consultants support staff with assessment, planning and effective feedback. 	£13,350	<p>SLT</p> <p>SLT & SENDCo/PP Lead</p> <p>Class teachers</p> <p>Consultants</p>	<p>September 2020</p> <p>December 2020</p> <p>Ongoing:</p> <p>Reviews termly data</p> <p>Ongoing:</p> <p>Reviews termly data</p>	

	<ul style="list-style-type: none"> • EEF guidance reports and toolkit used as part of on-going CPD <p>Blended Learning: (see separate Remote education offer)</p> <ul style="list-style-type: none"> • Implementation of blended learning offer via Google Classroom to ensure continued access to curriculum for any children not in school. Remote lessons to provide continuity and equivalent learning opportunities with live teaching and a full timetable. • Investment in additional technology and devices that are ready to be issued to identified children/families. • CPD offered to all staff to support use of online platform to ensure seamless transition from face to face to online sessions. 			Ongoing: Reviews termly data	
Staff and parents to work collaboratively to ensure pupils access all areas of the curriculum	<ul style="list-style-type: none"> • Continue pastoral support to pupils and families. • Maintain termly 'pupil review' meetings with parents and carers • Robust attendance monitoring - overcoming barriers to engagement through pastoral and early help targeted support • Additional support to any child identified as having a SEND need. Including increased contact when unable to attend. • Providing laptops and internet SIM cards when required. • Providing access to IT support. • Actively engage with parents to support families with reinforcing skills in the home environment through parenting sessions. • Identified parents will be supported with establishing regular, positive routines at home, which will support pupils with calmer starts to the beginning and the end of the day and with support for learning at home. 	£4850	Mental Health Lead/SENDCo/ Computing Lead Behaviour Lead Welfare Co-ordinator/ Learning Mentor Attendance Officer	March 21 July 21	
Reduce the impact of school closure on pupil mental health	<ul style="list-style-type: none"> • Robust monitoring of the Mental Health and Well-being policy, including the Internal Referral system to access the support of Learning Mentor or school's SEMH Consultant. • Using appropriate assessment tools (PASS/SDQ) to identify children needing bespoke intervention to regulate their mental health. 	£4280	Mental Health Lead Welfare Co-ordinator	March 21	

	<ul style="list-style-type: none"> • Emotional Literacy Support Assistant (ELSA) sessions to children identified as requiring additional support. • Future in Mind programme. Access to mental health consultants and CYPMHS to discuss individuals and ensure specialised support is provided to those in need. • Increased phone contact/welfare visits (where possible, following guidance) in the event of school closure. • Whole school PSHE curriculum to continue to be implemented with necessary adaption made following guidance from PSHE Association. • School to follow guidance from Public Health England – Promoting children and young people’s emotional health and well-being. • Small groups of identified pupils will be supported with their emotional wellbeing which will help them to reconnect with their peers, re-establish positive learning behaviours and improve attendance in school. 		<p>Learning Mentor</p> <p>PSHE Lead</p>	<p>July 21</p>	
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