



# Catch-Up Premium Plan

## Elvington Church of England Primary School

Summary information					
<b>School</b>	Elvington Church of England Primary School				
<b>Academic Year</b>	2021/22	<b>Total Catch-Up Premium</b>	£10,160	<b>Number of pupils</b>	133

**Guidance**

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.

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.

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.

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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting effective teaching &amp; learning</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>Mathematics</b>	Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments from earlier in the Autumn Term.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and inspirational curriculum moments.
<b>Recovery Curriculum</b>	<p>Elvington's teachers are carefully reviewing the objectives covered during the third national lockdown and will identify any gaps through objective led teaching and informal assessments. We will then ensure that children are personally targeted and that interventions are implemented to reinforce aspects of the curriculum that require additional attention.</p> <p>Teachers will use our progress support plan to implement a graduated support approach; "Assess, Plan, Do, Review". This will be geared towards individuals or identified groups.</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 action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting teaching and learning:</u></p> <p>Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>Twice weekly interventions in EYFS - supply to free up Miss. Rushmer to implement bespoke support. This will commence from April 2021.</p> <p>High quality texts will be purchased to support teaching and learning (£418.46).</p> <p>Booster sessions (using COVID-19 catch-up funding), are actioned to support Year 6.</p> <p>In addition, we have accessed the DfE's School-Led Tutoring programme – this has enabled us to offer specific support to those children in receipt of Pupil Premium (75% DfE funded 25% school funded).</p> <p>In both of the aforementioned cases, the decision was made to utilise staff knowledge and expertise. This has resulted in Mrs. Haffey running the twice weekly booster classes (while a supply teacher covers her class in the afternoon), and Mrs. Holmes running the School-Led Tutoring programme.</p> <p>CGP practice papers are distributed on a weekly basis to our Y6 pupils. This gives them the opportunity to develop test technique and familiarity.</p>	<p>Supply cover costs will be based on identified need. Half day cover is costed at £89, with a full day at £155.</p> <p>This has allowed class teachers to focus on supporting those children who need additional support, to achieve the best possible individual outcomes.</p>	<p>AB</p> <p>AB, RH &amp; SH</p>	<p>May 21</p> <p>May 22</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase and implement CGP and NFER practice papers.</p> <p>Complete termly tests and record assessment data; analysing areas of concern and implementing additional support.</p>	<p>Hugely positive results throughout school.</p>	<p>AB</p>	<p>July 21</p>

<u>Transition support</u>	Children who are joining school from different settings or who are beginning their schooling with Elvington have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour of Elvington Church of England Primary School is created and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining.	A total of six new starters joined the school during the third national lockdown. This was facilitated by sharing our virtual tour and Google Meets with parents/carers.  Children were able to join their classrooms virtually. This supported transition.	AB	Ongoing
<b>Total budgeted cost</b>				<b>£3197.46</b>	

<b>ii. 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>Intervention programme</u>	An appropriate intervention, such as Pearson, supports those identified children in reinforcing their understanding of English/maths skills.	An intervention is identified and purchased. We are currently trialling Spelling City.	We will look to introduce Spelling City from September 2021.	AB	July 21
<b>Total budgeted cost</b>				<b>£</b>	

<b>iii. Wider Strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>	
<u>Supporting parents and carers</u>	Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording	Additional online learning resources will be purchased, such as Purple Mash to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home and within school.	MyMaths (£426) was introduced as part of a whole school maths day. Initial pupil response is very positive with a high uptake.	AB	April 21

the children greater independence and increasing the likelihood that parents can sustain home-learning.	<p>A five year contract extension with Purple Mash has been funded.</p> <p>Maths support tools (MyMaths &amp; Maths.co.uk) will be implemented to facilitate gap analysis and enhanced provision.</p>	Purple Mash (£2300 - includes 3 CPD sessions), provides learning support and improved interaction across all curricula areas. It has enabled us to explore and enhance children's knowledge (across all year groups) in a fun and creative way.	CP	March 21
<p><u>Access to technology</u></p> <p>During the catch-up school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase 5 Chromebooks (£421.90). They are to be used to further support online access to resources for the children accessing extended school time.</p> <p>IPads have also been part funded (£500) following support from Elvington's PTA.</p> <p>Teachers have the ability to plan and deliver effective blended learning.</p>	<p>The additional laptops allowed all pupils to access blended learning.</p> <p>Lessons are both engaging and promote learning across the curriculum.</p>	AB	Feb 21
<p><u>Summer Support</u></p> <ul style="list-style-type: none"> <li>- Transition (new starters &amp; Y6) will be dependent on COVID-19 restrictions and DfE guidance.</li> <li>- Enrichment day/s</li> </ul>	<p>We are awaiting an update regarding Y6 transition. However, we are addressing this through small group sessions with our ELSA.</p> <p>An outdoor, socially distanced, parents/carers meeting went ahead on the 14<sup>th</sup> June. The September EYFS intake also visited our setting afterschool – in accordance with COVID-19 protocols.</p> <p>As COVID-19 restrictions would not allow an educational visit to take place, The Purple Pig Company visited the school.</p>	<p>We received positive feedback from all those who attended the EYFS transition event.</p> <p>This enabled core learning that was linked to the class topic to take place in a COVID secure way.</p>	AB, RH & LR	June/July 21
<b>Total budgeted cost</b>				<b>£ 3494</b>

<b>Cost paid through COVID-19 Catch-Up</b>	
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**Planned Future Spending**

A total of £3469.07 is available for additional support in the academic year 2021/22 - this will be allocated following a review of FFT date.

The remaining funding allocation (£3469) was used to support targeted pupils. Booster/support sessions were implemented by the relevant class teacher. The decision was made to utilise staff knowledge and expertise. This has resulted in Mrs. Haffey running the twice weekly booster classes (while a supply teacher covers her class in the afternoon), and Mrs. Holmes running the School-Led Tutoring programme.

The impact of the aforementioned support is reflected in end of Key Stage outcomes (a comprehensive overview is available on the School Website):

### **Year 6**

These statistics cover the attainment of Year 6 pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

#### **National context/data in black**

#### **Elvington data in green**

#### **Attainment in all of reading, writing and maths has decreased compared to 2019:**

- 59% of pupils met the expected standard in all of reading, writing and maths, down from 65% in 2019.
- 81% at Elvington +22%

#### **In individual subjects, attainment increased slightly in reading and fell in all other subjects compared to 2019:**

- 74% of pupils met the expected standard in reading, up from 73% in 2019.
- 96% at Elvington +22%
- 71% of pupils met the expected standard in maths, down from 79% in 2019.
- 85% at Elvington +14%
- 69% of pupils met the expected standard in writing, down from 78% in 2019.
- 88% at Elvington +19%
- 72% of pupils met the expected standard in grammar, punctuation and spelling, down from 78% in 2019.
- 85% at Elvington +13%
- 79% of pupils met the expected standard in science, down from 83% in 2019.
- 100% at Elvington +21%

**Unfortunately, some children just missed out on age related scores with a scaled score of 99 (five children recorded a scaled score of 99 across all assessments).**