

James Elliman Academy Catch-Up Premium Plan 2020 – 2021



Summary Information

School	James Elliman Academy				
Academic Year	2020-2021	Total Catch-up Premium	£56,720	Number of pupils	709

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 6.

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

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. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

- 1) Teaching and whole school strategies
 - **Supporting great teaching**
 - **Pupil assessment and feedback**
 - **Transition support**
- 2) Targeted approaches
 - **Small group tuition**
 - **Intervention programmes**
 - **Extended school time**
- 3) Wider Strategies
 - **Supporting parents and carers**
 - **Access to technology**

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall number facts, times tables and have forgotten once taught calculation strategies. This has impacted children's reasoning skills and was reflected in baseline assessments.
--------------	---

James Elliman Academy Catch-Up Premium Plan 2020 – 2021

Writing	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, such as year group specific grammatical skills, have 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.
Reading	Children's reading skills during lockdown suffered as majority of families did not have access to age appropriate reading books at home. Although word recognition made it possible for children to access reading during lockdown, there was a significant decline in children's ability to comprehend and respond to the text. The gap between most pupils and EAL/SEND pupils is wider due to the fact that these children did not receive the targeted support they would have been given if they were in school.
Non-core	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 powerful curriculum moments.

Planned expenditure

The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

1) Teaching and whole school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>Supporting great teaching: Core subject will be planned with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Baseline conducted to identify gaps in children's learning. Children are taught ARE content with teacher's revisiting prior knowledge when appropriate.</p> <p>In event of bubble closure or staff/pupil isolation, teachers have the necessary training to provide seamless learning via remote learning.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning especially in EYFS and KS1.</p> <p>Children will make the accelerated progress in phonics from their starting point due to loss of learning during lockdown.</p>	<p><i>Teachers to use whole class feedback sheet and in class assessment to identify pupils with gaps in their learning. TAs to take identified pupils out in the afternoon address any misconceptions.</i></p> <p><i>Self-paced learning, with videos and written instructions detailing how to use Google Classroom to provide remote learning if/when needed.</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;"><i>(£1500)</i></p> <p><i>Purchase resources to support the teaching of phonics 'Read, write, ink'.</i></p> <p style="text-align: right;"><i>(£3500)</i></p>			

James Elliman Academy Catch-Up Premium Plan 2020 – 2021

<p>Pupil assessment and feedback: Time set aside to enable teachers to assess pupils' wellbeing so teachers and other school staff can provide effective support.</p> <p>Subject-specific assessments used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p>	<p><i>Teachers to use the vulnerability tool kit to assess pupils' wellbeing. Identified pupils will be supported through ELSA, Ed Psych, SEBDOS, mental health first aiders and Family support worker.</i></p> <p style="text-align: right;">(£3000)</p> <p><i>Purchase and implement assessment. Complete termly tests to identify gaps and gain insight to track performance.</i></p> <p style="text-align: right;">(£4000)</p>			
<p>Transition support: Transition events focused on sharing information about school with children and their families designed to make pupils feel comfortable in their new year group.</p>	<p><i>Letters from the new teacher introducing themselves, accompanied with a photo of the adults working with the pupil are sent home so pupils and families can familiarise themselves with the adults working with their child.</i></p> <p><i>Teachers to make contact with all families, via phone calls, sharing information to ensure a smooth transition.</i></p>			
Total budgeted cost				£12,000

2) Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>Small group tuition: Identified pupils will have accelerated progress in Maths with number, calculation and reasoning. They will be able access the age appropriate maths curriculum and to narrow the gaps in their learning. They will be confident mathematician and dips in maths attainment will be narrowed.</p>	<p><i>One to three tuition for maths for selected 12 pupils to be implemented in the afternoon with qualified teachers. Tuition to take place in years 1 to 6. School will source tutors through the national tutoring scheme</i></p> <p style="text-align: right;">(£10,000)</p>			
<p>Intervention programmes: Identified children will have significantly increased rates of reading fluency and prosody, and phonics. They will be able to comprehend reading better as a result of being able to read at</p>	<p><i>HLTA's and TA's with experience in supporting and accelerating learning to take on a group within their bubble to support in key concepts – with</i></p>			

James Elliman Academy Catch-Up Premium Plan 2020 – 2021

pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>phonics, raise love of learning and regularity reading - identify the small group/ individuals targets are smart and recordable – train TA's to what is expected in each session, give key concepts to teach each child</i> <i>(£2000)</i>			
Extended school time: Identified children are able to access a weekly catch-up club (1 hrs per week). The attainment of those identified children improves and effect of lockdown is negated. Parents are supportive of the club and understand the identification process.	<i>Reception – year 6 will identify 10-30 children within the year group that require additional intervention. The cost of a teacher (x1 a week).</i> <i>(£20,000)</i>			
Total budgeted cost				£32,000

3) Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>Supporting parents and carers: School will provided extensive pastoral support to pupils and families throughout the pandemic, with regular and supportive communications to parents to increase attendance and engagement with learning. The high levels of absence after the summer which could pose a particular risk for disadvantaged pupils will be negated.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Books and educational resources (via google classroom), with guidance, will be given to support learning at home as additional homework.</p>	<p><i>Information on wellbeing will be provided through the app, with keeping in touch calls to children who are self-isolation. Attendance is monitored and phone calls home to ascertain why and encourage children to come to school</i></p> <p><i>School to conduct survey to ascertain whether they have the technology to access remote learning at home. School to use the result of the survey when deciding which pupils need paper resources.</i> <i>(£2000)</i></p> <p><i>School to purchase book to support pupils at home and to use during booster. The books will cover reading and maths.</i> <i>(£7720)</i></p>			
<p>Access to technology: During bubble closure, children can access additional devices so they are able to access Google Classroom from home.</p>	<p><i>Computers provided by the government will be used to support vulnerable families at home during closure. The computer will be signed out, and</i></p>			

James Elliman Academy Catch-Up Premium Plan 2020 – 2021



<p>Teachers have laptops that are equipped with webcams and allow them 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><i>parents will be asked to sign an agreement to ensure the laptop is only used for educational purposes.</i></p> <p><i>School to purchase laptops for teachers to use if isolating or teaching from home. Laptops to have video and microphone abilities to enable teachers to communicate with parents and other staff members. Majority of budget will come from reserves if approved by the Academy Board.</i></p> <p style="text-align: right;">(£5000)</p>			
Total budgeted cost				£14,720
Cost paid through Covid Catch-Up				£56,720
Cost paid through school budget				£2000
Cost paid through Covid Catch-Up and budget				£58,720