



# Eton Wick C of E First School

## Catch Up Premium 2020 – 2021

### Allocation:

Allocations have been calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year 11.

### 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 this guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

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 has published a support guide for schools with evidence-based approaches to catch up for all students. <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoringprogramme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

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

### Summary of allocation:

Summary Information	
Total number of pupils on roll (September 2020):	103
Total of eligible pupils (Rec – Year 4):	90
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7200



### Our main catch-up premium priorities are:

- To monitor the impact on lost learning, and implement interventions to meet the needs of groups of children, resulting in high standards of achievement from prior starting points and accelerated progress in Reading, including early reading, Writing and Mathematics by July 2021.
- To support the emotional well-being and resilience of the whole school community in response to the impact of Covid-19 lockdown and on-going local restrictions.

### The overall aims of our catch-up premium priorities are:

- To raise the achievement of all pupils, through quality first teaching and targeted interventions, to close the gap created by COVID-19 school closures as identified in September 2020.
- To provide remote learning that will fully support teaching and learning and provide effective feedback for pupils.
- To identify pupils who require additional emotional support and provide a personalised nurture programme to support the catch up of missed learning. We have allocated funding to in-school support programmes and interventions. Intervention sessions will be led by our school staff.

### Provision:

Key approaches – how the allocation will be spent	
Quality First Teaching	Quality first teaching has the greatest impact on pupil progress (EEF). Quality first planning, teaching and learning to bridge the gaps in learning, particularly focusing on reading, writing and mathematics caused as a result of school closure.
Additional teacher and teaching assistant for additional Interventions and booster groups	Same day interventions particularly focussing on reading, writing and mathematics. Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.  Build confidence and raise achievement in English and Mathematics through targeted support.
Wellbeing and ELSA	Promoting well-being and resilience within school, supported with Jigsaw Resilience and Engagement toolkit. Personalised and small group support for children to improve self-confidence and growth mind-set through ELSA Staff well trained to enable capacity, capability and practical strategies for the social and emotional support required by pupils to enable them to learn, manage their feelings and access class learning.



<p>Additional teacher for additional Interventions and booster groups, including same day interventions particularly focusing on reading, writing and mathematics</p>	<p>Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p> <p>Build confidence and raise achievement in English and Mathematics through targeted support.</p>
<p>Phonics: Daily additional phonics sessions in KS1 1:1/small group additional phonics</p>	<p>Ensure that children are confident with their phonic sounds.</p> <p>Ensure that children in Year 1 who may not have engaged with reading at home in EYFS have strong foundations on which to build their reading and sound knowledge, ready to pass the phonic screening in June.</p> <p>Ensure that pupils in year 2 have caught up with their learning in phonics and pass the phonics screening test in December.</p>

**Allocated: £7,200**

**2020 – 2021 Actual Spend: £14,680**

#### **How will the school measure the impact of the Catch Up Premium?**

Half termly pupil progress analysis will take place and this information will be used to inform discussions and the timely identification of further ‘catch up’ need and support required, and noted within the Class Profile.

At each review the school will collate information as outlined above to evaluate the impact of actions taken and plan how the funding will be allocated across the next phase. When selecting pupils for ‘Catch Up Premium’ groups, the school will look at all pupils across the school as well as any pupils needing particular support at a particular time.

Both ‘harder’ and ‘softer’ data/evidence will be used to measure the impact of the Catch Up Premium.

