



Orston Primary School: Covid Catch Up Premium Report 2020-21

1. Summary Information			
Academic Year	2020/21	Amount of catch up premium per pupil	£80
Total Number of Pupils	153	Total catch up premium	£12,960

In June, a £1 billion fund for education was announced by the government. Guidance has been released showing that the money is split between a catch-up premium and a national tutoring scheme. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers. We will be in receipt of £12,960. This funding will be paid in three instalments – Autumn, Spring and Summer (£46.67 per pupil split across the first two payments and £33.33 per pupil in the Summer). The spending of this money will be down to schools to allocate as they see best.

At Orston, this money will be used in order to provide:

Curriculum resources and materials that support both the “catch up” and the mental health of pupils.

Additional support staff and teacher support time allocated to develop the outcomes of children who have been identified as needing “catch up” in their learning.

There are two broad aims for “catch up” at Orston:

Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2018-19.

The mental health needs of pupils are identified, met and supported by the school.

Catch Up at Orston Primary is

(For all children) Working through well sequenced, purposeful learning schemes. For example, our school has created a recovery curriculum which aims to focus missed key objectives and consolidate the basics (non negotiables). In maths, we have been able to use White Rose maths resources to support our teaching of the key objectives and create consistency throughout the school, this resource includes adapted plans that have been purpose written for catch up. We have also invested in Sounds and Syllables and Rainbow Grammar training and resources to support the areas where the catch up is needed most after baselining. i.e writing.



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Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability in EYFS and KS1 through using Jolly Phonics to deliver Letters and Sounds and Sounds & Syllables for Y2. Children will be assessed and regrouped more regularly to ensure rapid progress and catch up. Catch Up Funding has enabled us to purchase the Oxford Owl ebook library to use both in school and for those times when remote learning is in place to enable consistency and progression linked to Phonics.

Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly. When creating knowledge organisers these have been designed to reflect the gaps pupils may have had from prior learning taking place at home over the previous academic year.

Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not have been in formal school setting for a number of months.

(For some children) **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment (Teaching Assistants), the older children will be taught by an additional teacher for small group catch up lessons.

Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this to happen.

2.	Barriers to learning for academic year 2020/21	Success criteria
A	Emotional Wellbeing	Children have strategies to overcome SEMH needs so they are ready to learn especially given impact of COVID19. Pupil and parent voice shows improvement from those for whom this is a concern. (Pupil and parent questionnaire)
B	Lack of academic resilience	To develop the children as independent learners who are able to identify their own, and others, strengths and areas of improvement across the breadth of the curriculum (Pupil voice questionnaire)
C	Difficulties accessing and completing home learning	Provide additional support if pupils struggle to access home learning through future lockdowns. 100% pupils engage and complete home learning through any period of isolation. (Further details can be found in Remote Learning Policy)
D	Attainment and progress	Targeted interventions being held effectively through rigorous gap analysis as well as effective AfL to inform planning for these individuals.



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		Pupil progress meetings identify the gaps in learning as a result of last academic year and intervention log shows impact in closing these gaps.
E	Engagement in learning	Values based ethos and culture of opportunity will result in children wanting to attend school, engage in their learning and raise aspirations.

3. Planned expenditure for academic year 2020/21				
Intent & Implementation	Cost (approx.)	Link to barrier	Expected Impact	Evidence/ Rationale for this choice
<u>Mental Health & Wellbeing</u> Support for all children to build emotional resilience. - Carefully selected resources bought to support emotion wellbeing - The art of being brilliant workshops for staff and children focusing on our values Support for pupils identified with specific EMHC needs. - Additional resources to support ELSA work in school	£1700 The Art of Being Brilliant ½ day with children in years 4/5 to then share with the rest of the school. 60 minute session with staff via zoom “ The art of creating brilliance” £500 ELSA Resources as specified through ELSA training	A	Pupil’s engagement in learning to increase as a result of support for emotional needs.	The Young minds charity found that the pandemic has put a huge strain on many children. It also highlighted that the rapid return to academic pressure, after six months away, can have a negative impact. It was suggested that detailed work needed to be done for emotional wellbeing and resilience
<u>EYFS</u> To develop a Speech and Language project additional Teaching assistant intervention delivered using the ECAT	£200 for Speech and language resources & Three training course-Let’s Interact, Communication for all, and Talk Matters Ran by the Notts SALT service.	B D E	To raise the attainment of all pupils to close the gap created by COVID-19 school closures Pupils to make rapid progress in communication and interaction	Initial baseline assessment highlighted a significant concern on pupil’s early speech and language development and this is the area that covid catch up fund is to be prioritised in EYFS.



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Language for Life resources				
<u>English-Whole School</u> Engage in a consultation process with Jason Wade to secure a cohesive and progressive approach to the teaching of English, including: • Rainbow Grammar • Sounds & Syllables • a whole school approach to the teaching of hand-writing • Focus Education Overview for consistency in English • Tales Toolkit • Online accessible book banded reading books for our blended learning strategy	£1660 Sounds and Syllables & Rainbow Grammar £700 Focus Education English resources. (KS1 & KS2) £950 Staff training bespoke to Orston Clive Davies (KS1 & KS2) EYFS £800 Tales Toolkit to support EYFS Communication & Language and Literacy. In Current climate will also support children in KS1 Talk 4 Writing training Whole School £325 Oxford Owl £500	D E	To raise the attainment of all pupils to close the gap created by COVID-19 school closures Pupils to make rapid progress in English Outcomes for children in all year groups, will be in line with or better than national data.	EEF Evidence confirms that the key role of high quality classroom teaching, which has the greatest positive impact for pupils. We wanted to support our high quality teaching with the use of high quality resources that gave a consistent approach across school.
<u>Maths</u> Secure a cohesive and progressive approach to the teaching of Maths through: • Purchasing of White Rose Maths Workbooks • Additional purchasing of Numbots for EYFS and KS1	£1700 White Rose Maths Resources £100 Numbots	C D E	Pupils to make rapid progress in maths Pupils to be able to continue home learning in an exciting and engaging way that tracks pupil progress accurately	



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<u>Identified Groups</u> To utilise appropriate interventions and classroom support to close gaps in learning skills and academic achievements. - Pupils identified in the Autumn term for specific interventions. - Year 1 & 5 receiving additional specific support	Year 1 £800 TA intervention support Autumn/Spring Term Year 5 TA intervention Spring/Summer Term Spring/Summer TA intervention-Identified pupils-whole school £1500 Year 4 and 5 1:1 tutor – £1875 identified borderline children who will benefit from specific 1:1 teaching-75 hours	C D E	Specific interventions or training budgeted in order to meet the needs of these specific pupils so that children identified for support have learning gaps healed and make more rapid progress than their peers Pupils engagement in learning to increase as a result of support for emotional needs.	
<u>Assessment & Feedback</u> To fully utilise a robust and reflective model of assessment to support baseline and the measuring of progress to identify gaps in learning in order to drive progress forward. Reading assessments purchased to support baseline assessments and then assessing progress.	£210 for three terms of reading assessment	D	Accurate measurement of starting points to measure impact of the first lockdown. Concise tracking of smaller steps of progress.	As there is likely to be a greater range in baseline assessment results and smaller steps of progression a robust platform is needed to ensure accuracy and consistency across school.
Total	£12,960(Approximately)			



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4. Additional provision that school have put in place- 2020-2021

What?	Why?
Mental Health Champion Training for three members of staff- Free training provided by The Place 2 Be.	The free training was to support children in school and their mental health and wellbeing on their return to school. We have an ELSA in school and we also now have three staff trained as Mental Health Champions to support children's return to school.
Emotion Coaching-Free provided by the Educational Psychology service	Emotion coaching is a practical approach for relationship based working in schools. It develops children's self-regulation skills and helps them to emotionally regulate and thus reduces behavioural outburst at school. This is thought to support all children but particularly those with attachment and trauma, SEMH or SEN.
Forest School sessions for Keys Stage 2- Funded by the Sports Premium	Learning outdoors is key to children's mental health and wellbeing and we wanted to use the skills that the children had used at home in lockdown and bring them to school. Through the use of the Forestry Commission planning, sessions for KS2 are linked to curriculum areas and also focus on children's mental health and wellbeing. Forest school sessions will also enable teachers to work with focus groups as the groups will be carefully structured and timetabled.
Yoga and Dance sessions-Funded by the sports premium	We believe that all children should have access to physical activity for health and wellbeing. These sessions will be run for all children across school and will be available to any children via zoom who are accessing remote learning.
EYFS Maths hub course- Free due to our link with The East Midlands Maths Hub through DS	The foundations of maths are hugely important, particularly when children have identified gaps in learning through not attending pre-school settings during the first lockdown. There is also the development of the new EYFS curriculum which becomes statutory in 2021. This course will support teachers understanding of mathematical foundations and strategies will be used across EYFS and Year 1.
Maths Hub Collaboration	We have a senior member of staff who is currently training to be Primary Maths Specialist with the East Midlands Maths hub. One of our SDP priorities is related to the consistency of maths across the school and the training that we are receiving through this programme will have a positive impact on the recovery curriculum and the consistency in the teaching of maths across school.