

## **Coronavirus (COVID-19) catch-up premium**

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of their best practice is as follows:

<b>Overall strategy area</b>	<b>Specific strategies</b>
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at every Academy Improvement Board (AIB) meeting throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.



## Coronavirus (COVID-19) catch-up premium strategy outline

<b>ACADEMY NAME</b>	Queen Eleanor Primary Academy
<b>PRINCIPAL/HEADTEACHER</b>	Isaac Howarth
<b>CHAIR OF ACADEMY IMPROVEMENT BOARD</b>	Mark Mumby
<b>AMOUNT OF COVID-19 CATCH-UP PREMIUM</b>	£16,160 (£80x202)

Strategy Area	Specific strategy	Success criteria	Evaluation	COST	Impact
Teaching and whole-school strategies	<p>Explicit teaching of oral language in EYFS</p> <p>SALT training for SENCO and EYFS staff</p> <p>Membership with Early Years Alliance</p>	<p>80% of Reception children achieve all 3 C&amp;L ELGs</p> <p>80% of Nursery children achieve within 40-60 month band for all 3 areas within C&amp;L</p>	Fully complete	£374	<p>Unable to assess pupils against ELGs because statutory EYFSP was suspended.</p> <p>Impact demonstrated on two EHC pupils making good progress in language skills as confirmed by speech and language therapist.</p>
Teaching whole-school strategies	Purchase Numicon, Cuisenaire rods and Dienes' blocks	<p>Summer 2021 85% of children achieve within 3 SS points on PUMA Spring 2020 results.</p> <p>No significant gap between achievement of disadvantaged compared to others.</p>	Partially complete	£400	<p>Unable to currently evaluate because standardisation data not yet available.</p> <p>Pupil progress meetings have identified children teachers deem at risk of widening gaps. Targetted teaching and intervention aimed at closing those gaps. Part of tuition funding for 2021-22 funding directed to this.</p> <p>Once Autumn 2021 test completed, comparison to Spring 2020 tests.</p>
Teaching whole-school strategies	Teaching of vocabulary to support inference in reading	Summer 2021 85% of Y1-5 children achieve within 3 SS points on PIRA of Spring 2020 results.	Partially complete	£1000	<p>Unable to currently evaluate because standardisation data not yet available.</p> <p>Pupil progress meetings have identified children teachers deem at risk of widening gaps. Targetted teaching and intervention aimed at</p>

		No significant gap between achievement of disadvantaged compared to others.			closing those gaps. Part of tuition funding for 2021-22 funding directed to this.  Once Autumn 2021 test completed, comparison to Spring 2020 tests.
Targeted approaches	Small group tuition for Y6 disadvantaged children in reading	Progress score of Y6 disadvantaged children is at least 0.5	Fully complete	£1509	Reading progress from prior attainment: Disadvantaged: 0.36 Other: 0.41  6 disadvantaged children had KS1 prior attainment below expected standard. Of those, 3 reached expected standard by the end of KS2.  1 disadvantaged child had KS1 prior attainment at greater depth. That child also achieved greater depth at the end of KS2.  Percentage reaching ARE or higher Disadvantaged:73% Other: 94%  Disadvantaged children attained in line with last validated national average attainment.
Targeted approaches	Small group tuition for Y4 disadvantaged children in arithmetic  (TA led and Third Space Learning)	Y4 MTC all disadvantaged children score within 2 points of average score for other children	Fully complete	£5124	Average score for disadvantaged children: 15.4 Average score for other children: 21.9  3/11 disadvantaged children scored 20+ (within 2 points of average score for other children.  Third Space Learning not continued. Times Tables Rockstars subscription purchased and children engaged through school-wide competitions.
Targeted approaches	Small group tuition for Y1 disadvantaged children in phonics, and all Y2 children taking 2020 PSC	90% of Y1 disadvantaged, and 90% of Y2 children taking 2020 PSC reach expected standard	Fully complete	£3575	25% (1/4) of Y1 disadvantaged children achieved expected standard  50% (6/12) of Y2 disadvantaged children achieved expected standard

	Additional RWInc training for staff and phonics leader				Part of tuition portion of 2021-22 funding directed at closing gaps in phonic knowledge.
Wider approaches	Provide an additional 5 spaces in wrap around care for children of key workers	Attendance for children in wrap around care is at least 96% No more than 1 late per term, with no more than 10min learning lost per child.	Fully complete	£3800	Average attendance for children in wrap around care was 96.8% Average of 0.4 lates per term. Most learning time lost by one child was 26 minutes.
<b>TOTAL AMOUNT SPENT</b>				<b>£ 15, 782</b>	

Additional comments/evaluations (if required):

This was in an initial plan for spending and may change as evidence led-needs dictate. £378 variance will be used to account for variance in actual spend versus predicted spend.