



Egerton Church of England Primary School

Together, we inspire, nurture and thrive.

Coronavirus (COVID-19) Catch-up Premium Spend Report

Summary Information

| | | | |
|----------------------------------|------------|-----------------------------------|----------------|
| Number of eligible pupils | 200 | Amount of catch-up premium | £16,000 |
|----------------------------------|------------|-----------------------------------|----------------|

School catch-up priorities

| Reading | | | | | | | | | Writing | | | | | | | | | Maths | | | | | | | | | | | | | | | | | |
|---------------------|------|-----|---------------------|------|-----|------------------|------|-----|---------------------|------|-----|---------------------|------|-----|------------------|------|-----|---------------------|------|-----|---------------------|------|-----|------------------|------|-----|----|------|-----|--|--|--|--|--|--|
| Term 3 2019/20 Data | | | Term 2 2020/21 Data | | | July 2021 Target | | | Term 3 2019/20 Data | | | Term 2 2020/21 Data | | | July 2021 Target | | | Term 3 2019/20 Data | | | Term 2 2020/21 Data | | | July 2021 Target | | | | | | | | | | | |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | | | | | | |
| R | 68 | 10 | 1 | 57 | 10 | 1 | 63 | 10 | R | 68 | 10 | 1 | 30 | 3 | 1 | 43 | 3 | R | 68 | 10 | 1 | 47 | 3 | 1 | 53 | 3 | R | 66 | - | | | | | | |
| 1 | 62 | - | 2 | 46 | - | 2 | 51 | - | 1 | 54 | - | 2 | 39 | - | 2 | 44 | - | 1 | 62 | - | 2 | 43 | - | 2 | 51 | - | | | | | | | | | |
| 2 | 68 | 7 | 3 | 46 | - | 3 | 50 | 7 | 2 | 57 | - | 3 | 32 | - | 3 | 39 | - | 2 | 68 | 7 | 3 | 36 | - | 3 | 42 | 10 | | | | | | | | | |
| 3 | 53 | 7 | 4 | 48 | - | 4 | 51 | - | 3 | 43 | 7 | 4 | 38 | - | 4 | 41 | - | 3 | 53 | 7 | 4 | 41 | - | 4 | 44 | - | | | | | | | | | |
| 4 | 52 | 17 | 5 | 39 | 18 | 5 | 42 | 18 | 4 | 41 | 7 | 5 | 39 | 11 | 5 | 42 | 11 | 4 | 52 | 17 | 5 | 50 | 11 | 5 | 53 | 11 | | | | | | | | | |
| 5 | 80 | 20 | 6 | 75 | 33 | 6 | 80 | 33 | 5 | 77 | 13 | 6 | 58 | 21 | 6 | 62 | 24 | 5 | 80 | 20 | 6 | 67 | 21 | 6 | 70 | 24 | | | | | | | | | |

A small number of priorities that can realistically be addressed:

1. Writing attainment is lower than maths and reading.
2. Some pupils have larger gaps than their peers across the school.
3. Not all pupils have effective learning strategies and behaviours to support catch-up.

Purpose of spend

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

What children need

[For all children]

- Supporting great teaching.
- Focus on getting writing back on track.
- Supporting parents.

[For some children]

- Additional support and focus on reading and/or maths and/or writing.
- Additional pastoral support.

Teaching and whole-school strategies

| How the grant will be spent | How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed | Cost |
|---|---|---------|
| Supporting great teaching | | |
| Additional mentoring and support for early career teachers. (£2,000) | Progress will be tracked against all targets set for each class group taught by an early career teacher. | £5,500 |
| Professional development to support planning of and teaching of writing. (£2,500) | Progress will be tracked against targets set in writing for each year group as outlined above | |
| Focus on getting writing back on track | | |
| Use of subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. (£200) | Progress will be tracked against targets set in writing for each year group as outlined above. | £10,000 |
| Delivery of a programme to address issues in writing through small group tutoring in upper KS2 for those identified as falling behind and not making accelerated progress yet at EXS and GDS. This will include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. (£10,000) | Progress will be tracked against targets set in writing for each year group as outlined above. | |
| Additional support and focus on reading and/or maths | | |
| Interventions guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback (individual or small group – dependent on need). For example First Class @Number. | Progress will be tracked against all targets set for each year group as outlined above. | £1,500 |
| Supporting parents and carers | | |
| Providing subscriptions to reading, maths websites and educational resources to families, with support and guidance - offering advice about effective strategies for reading with children. (£1,500) | Progress will be tracked against reading targets set for each year group as outlined above. | £1,500 |
| Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%. (£1000) | Progress will be tracked against all targets set for each year group as outlined above. | |
| Additional pastoral support | | |
| Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour. | Progress will be tracked against all targets set for each year group as outlined above | £4,000 |

Appendix

| 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 addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| 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 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. |
| Reading | 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. The bottom 20% of readers have been disproportionately |
| 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. |

| Priority | How the grant will be spent | How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed |
|---|---|---|
| Teaching and whole-school strategies | | |
| Supporting great teaching | Provide support for teachers to prepare for the school year. Provide professional development, to support curriculum planning or focused training on the effective use of technology. Provide support to adjust to changes to improve the quality of teaching. Provide additional mentoring and support for early career teachers. | Progress will be tracked against all targets set for each year group as outlined above. |

| Priority | How the grant will be spent | How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed |
|------------------------------------|--|--|
| Pupil assessment and feedback | <p>Pay for staff time to enable teachers to assess pupils' wellbeing and learning needs.</p> <p>Pay for subject-specific assessments 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>Pay for standardised assessments in literacy or numeracy to identify pupils who would benefit from additional catch-up support.</p> <p>Provide teachers with support to give high-quality feedback, building on accurate assessment.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Transition support | <p>Support pupils starting a new school; sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school.</p> <p>Pay for the running of dedicated transition events - either online or face-to-face.</p> <p>Provide assessment materials to identify areas where pupils are likely to require additional support.</p> <p>Provide opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between schools where possible.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Targeted Support | | |
| One to one and small group tuition | <p>Pay for tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group.</p> <p>Provide training for tutors, teaching assistants, or volunteers linked to specific content and approaches.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Intervention programmes | <p>Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Provide interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Extended school time | Staff an increase in the length of the school day to provide additional academic or pastoral support to particular pupils after school, improving learning and other outcomes, such as attendance and behaviour. | Progress will be tracked against all targets set for each year group as outlined above. |
| Support for pupils with SEND | <p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.</p> | Progress will be tracked against all targets set for each year group as outlined above. |

| Priority | How the grant will be spent | How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed |
|-------------------------------|---|---|
| Wider Strategies | | |
| Supporting parents and carers | <p>Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school.</p> <p>Personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation.</p> <p>Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Access to technology | <p>Provide access to technology, facilitating access to online tuition or support either by providing pupils with devices or improving the facilities available in school.</p> <p>Provide support and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Summer support | <p>Sign post parents to providers of high quality academic support such as small group tuition delivered by teachers or trained tutors.</p> <p>Provide support focusing on a wide range of outcomes, such as confidence and wellbeing, and a wide range of activities such as sports, music and drama that children may have missed.</p> | Progress will be tracked against all targets set for each year group as outlined above. |

Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**