



COVID-19 catch-up premium report

| Summary Information | | | |
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| Total number of pupils | 374 | Per Child | £80 |
| Total catch-up premium | £29,920 | | |

At Earlsmead Primary School we strive for all pupils to attend a positive and respectful environment where they receive the highest quality of teaching and learning. We provide a broad and balanced curriculum with our core values at the heart of what we do. These are:

- **Community:** Our diverse community is our strength. We learn from and with each other and succeed together because of this.
- **Respect:** We foster a culture of mutual respect where everyone feels valued, happy and safe.
- **Self- belief:** Every child is encouraged to believe that they can achieve anything through determination, perseverance and hard work.
- **Innovation:** We provide creative, stimulating learning experiences to inspire pupils and prepare them for a rapidly changing world

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Our school prioritises the use of catch-up premium in the following areas:

- Mental health and well-being
- Supporting early readers with the decoding skills they require to access the full range of the curriculum offer
- To accelerate the progress of KS2 children's reading by introducing them to a wide variety of high quality texts
- Diminish gaps in overall learning, especially for our disadvantaged pupils
- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom
- Small group tuition for pupils for pupils just under age related expectations and the bottom 20% of learners

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closure

The following will ensure Earlsmead makes rapid progress in reaching its school priorities

Teaching

Quality first teaching is one of the most effective ways of ensuring that all children meet their learning outcomes.

Targeted Academic Support:

Extensive evidence has shown the impact of high-quality one to one or group tuition as an effective catch-up strategy. Tuition delivered by qualified teachers is determined to have the biggest impact.

Pupil Assessment and Feedback:

Assessment information can help teachers determine how to most effectively support their pupils in all aspects of their schooling life. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs enables school staff to provide timely and thorough support.

Wider Support:

Schools have provided extensive pastoral support to pupils and families during the pandemic. This will remain in place to increase attendance and engagement with learning.

Barriers to Future Attainment: Academic

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| A | All pupils have been affected by the pandemic. The lack of routine and social interaction has impacted pupils' motivation to learn alongside their confidence when faced with age appropriate learning. |
| B | Pupils who have recently arrived or had started school during the height of the pandemic missed vital learning opportunities, therefore widening the attainment gap. |
| C | Some pupils couldn't access work from Google Classroom and therefore missed a lot of learning. Another group that was able to access the learning sometimes found it challenging to access learning tasks through this medium and therefore missed a lot of learning. |

Additional Barriers: External

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| D | As a result of high deprivation, most pupils have limited space and facilities for home learning, including limited access to IT. |
| E | A significant proportion of pupils do not have a wide range of experiences beyond the school day. Said pupils tend not to have the right resources and access to additional learning from school. |
| F | 65% of families, at Earlsmead, speak English as an additional language. For some this makes it very difficult when supporting their children with reading. During lockdowns measures were taken to support children's reading but this was not the same as having a fluent English speaking Teacher discuss books and introduce new vocabulary. |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Cost | Who will review this? When? |
| Catch up training | Improve pedagogy for support staff. <ul style="list-style-type: none"> ● Increase impact of intervention ● Gap is diminished. | Carefully planned and well timed small group interventions that do not result in children missing out on other areas of the curriculum significantly improve progress and attainment. | Ongoing support | £6,000 | Inclusion Manager |
| Observing teaching in another setting. Using learnt strategies to improve teaching and learning. | Improve pedagogy <ul style="list-style-type: none"> ● Reduction in catch-up interventions ● Decreasing attainment gap | We want to ensure the quality of teaching remains consistently high across the school. The successful approaches and strategies that have been observed will be adopted across the school so standards remain high throughout all year groups. | Learning walks, observations and book scrutinies. | £3,120 | Senior Leadership Team (SLT) |
| Total budgeted cost: | | | | | £9,120 |

| Targeted support: | | | | | |
|---|--|---|---|-----------------------------|-----------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Cost | Who will review this? When? |
| The employment of a Reading Recovery teacher to work with small groups of children who are performing just under EXS. | To diminish the attainment and progress gap; <ul style="list-style-type: none"> All children to progress in line with their last previous statutory assessment. | <p>Reading sessions are carefully planned and timed so children do not miss out on other areas of the curriculum significantly. Books are chosen that are going to extend children's vocabulary and build on children's cultural capital.</p> <p>This approach will have a lasting positive impact on the disadvantaged children at Earlsmead. The link below evidences the results of children who received Reading Recovery at primary and their outcomes at GCSE.</p> <p>https://www.ucl.ac.uk/reading-recovery-europe/sites/reading-recovery-europe/files/the_impact_of_reading_recovery_ten_years_after_intervention_hurry_and_fridkin.pdf</p> | Pupil data and teachers assessments will be used to inform progress and identify precise gaps in children's reading abilities to inform further teaching. | £20,800 | SLT |
| | | | | Total budgeted cost: | £20,800 |

Additional Information

When producing this report, the school consulted the following:

Evidence from EEF

Results of staff and pupil consultation regarding engagement with remote learning and access to devices

School context data

Analysis of attendance records