



EXWICK HEIGHTS PRIMARY CATCH UP FUNDING

GUIDANCE	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to Y6 As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of funds	EEF recommendations
<p>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 guidance on curriculum expectations for the next academic year. 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 (EEF), has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> Teaching and whole school strategies Supporting great teaching Pupil assessment and feedback Transition support Targeted approaches One to one and small group tuition Intervention programmes Extended school time Wider strategies Supporting parents and carers Access to technology

The ways in which Exwick Heights Primary chose to use their allocated amount of Catch Up Funding in 2021 is detailed below. The document also evaluates the impact of this spending.

Summary Information								
Total Catch Up Premium		£42,332						
The three headings have been taken from the EEF Covid Support Guidance for Schools. These strategies have been chosen carefully to ensure they have maximum impact while not adding to teacher workload. The Catch Up Premium will be used to support the funding of the following strategies:								
Teaching and Whole School Strategies								
Aim	Action	Rational	Target Pupils	Timescale	Impact on teacher workload	Lead	Spend allocated	Impact
Assess the wellbeing of learners so staff are able to provide effective and timely support.	Complete 'I wish my teacher knew' activity for 30 minutes termly	Research has shown that during school closures there have been increased calls to the Samaritans, increased cases of domestic violence, substance abuse and alcohol misuse. We cannot provide effective support if we do not know what the children have experienced.	All Once in Autumn, Spring and Summer	Once termly	No additional workload as can be run during EML and does not need to be marked. Safeguarding concerns with be shared with DSL. Inclusion Team can support with follow up intervention if needed.	Teachers	£0	Every class will take part in the 'I wish my teacher knew' activity at least once a term and safeguarding concerns with be shared with DSL.
Ensure all staff have the necessary skills to protect, relate, regulate and reflect for pupils experiencing SEMH difficulties as a result of the pandemic.	Trauma Informed Schools training and Supervision for TIS practitioners	The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.	Any children experiencing trauma due to the pandemic.	Whole school staff Trauma Training delivered by the School of Inspiring Talent completed before Summer term 2021. Strategies immediately implemented	No impact on teacher workload No additional paperwork required.	TC (SEND Co and DSL)	£3900	Support for all children identified as having ACEs – STAR support/early help (internal) or Early Help (external referral),
Identify particular areas where pupils have forgotten or	Elicitation tasks used as baseline	The DFE has asked that as part of the catch up curriculum schools plan on the basis of the educational needs of	All.	Summer term	Teachers covering maternity leave will begin contracts early to release teachers to complete	Teachers/SLT	£2,933	Attainment is in line with outcomes pre-pandemic and above national picture. During pupil conferencing

misunderstood key concepts in the core subjects.	assessments in all subjects, key focus in Reading, Writing and Maths. Basic skills prioritised.	pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.			Baseline and gaps analysis to reduce workload.			and lesson observations pupils are observed as having a breadth of knowledge Pupils attain by the end of the year (secure) in line with Age Expected outcomes.
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Targeted Support

Close gaps in Reading, Writing and Maths caused by the pandemic for disadvantaged pupils. Tutor support.	Tutor to support reading, writing and maths interventions in Year 5 Purchase of Bug Club resources to increase access to books	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Baseline assessments showed that pupils in Year 3 had forgotten or misunderstood key concepts in the core subjects. In Year 3, gaps in phonic knowledge were particularly evident.	Yr 5 pupils	Summer Term 2021	No additional workload as tutor planned activities to address gaps identified by teacher though assessment for learning	CN MM	£1765	Assessment of children's learning completed by teachers demonstrates that identified gaps in knowledge have been addressed and children apply this knowledge in lessons
Close gaps in Reading, Writing and Maths caused by the pandemic for disadvantaged pupils. Additional teacher support.	Teacher to support reading, writing and maths interventions in Year 5	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	Yr 6 pupils	2020/21	Additional teacher appointed to work within Year 6 team for one year through Teachfirst, reducing workload as class sizes are reduced and support is more targeted.	CN BP	£26,665	

Close gaps in phonic knowledge identified in baseline assessments caused by the closure of schools.	Small group tuition for SPAG/Phonics at Year 3 Writing and Maths – National Tutoring Programme	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Baseline assessments showed that pupils in Year 3 had forgotten or misunderstood key concepts in the core subjects. In Year 3, gaps in phonic knowledge were particularly evident.	Yr 3 pupils	Summer Term 2021	No additional workload as tutor used teacher planning already in place (letters and Sounds Phonics planning) and delivered to small groups.	CN Teaching Personnel LB	£1600	Gap analysis of phonic knowledge will show that the gaps are no longer evident for individual children.
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Wider Strategies

Ensure all pupils attend school and return to normal educational routines as quickly as possible	EWO support 1 day a week	The National Centre for Education Statistics -Poor attendance has serious implications for later outcomes as well. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.	All	July 2021	None	CN GE	No cost	Overall attendance continues to be above National and regional average and over 96%
Ensure all pupils including disadvantaged pupils have access to IT and Wifi if schools move to remote learning again so they are able to access blended curriculum.	IT barriers addressed through loaned equipment (Chromebooks/ Wifi dongles). again.	EEF: schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. It's important to ensure the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—. In addition, providing support and guidance on how to use technology effectively is essential. Children identified on survey Dependent on whether schools close	All	July 2021	None	ME	No cost - Devices provided by the government.	All families identified on technology survey will be given access to a device if schools are to offer remote learning again

Impact Review – August 2021

Action/Approach	Target Pupils	Spring 2021	Summer 2021
Wellbeing of learners assessed through 'Things I wish My Teacher Knew' and class worry boxes. DSL informed of any Safeguarding concerns STAR Intervention targeted as a result of the above information	All	Activity completed.	Activity completed. No new safeguarding concerns raised. Where children shared safeguarding information, the safeguarding team were already aware.
Trauma Informed Schools training and Supervision for TIS practitioners	Any children experiencing trauma due to the pandemic.	Whole School training implemented.	32 Pupils supported through STAR intervention
Participation in the National Tutoring Programme to address phonic gaps (supported by Teaching Personnel)	KS1 pupils not attaining in line with expectations for age	Small groups identified through teacher assessment for 1:3 tutoring three times a week	Gaps in Phonic knowledge identified. Phases 3 and 4 revised. 92% completed phase 5, and passed the phonics screening check in July 2021, the remaining 6 pupils will receive ongoing intervention academic year autumn term 2021-22
Participation in the National Tutoring Programme to address phonic gaps (Teacher employed as a tutor for summer term directly by school)	Small group KS2 pupils with gaps in core skills in English and maths identified through baseline assessments completed following the lockdown period	Lockdown ended March 2021. Baseline assessments completed between March and April 2021 identified 30 Year 3 pupils and 15 Year 5 pupils with gaps in knowledge - key skills work required to address Year 3 SPAG application and Year 5 mathematics rapid recall (consolidation work). Timetable completed.	Of the 20 Year 3 pupils in receipt of tuition, 2 attained at the expected level in English following the 10 weeks intervention, making accelerated progress. The remaining 18 pupils made expected or better progress and attained in the developing band, three months below ARE. The children now need to consistently apply the skills learned to secure the expected band but are well set to continue to narrow or fully close the gap in the next academic year. Of the 8 children participating in Year 5t tuition,