

## Easington C of E Primary School – Catch-up Premium Strategy 2020 – 2021

### IMPACT – see end column

**Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers**

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
A	Teachers will use formative assessments to address any misconceptions that children may have developed as a result of home learning	Children’s methods, skills and attainment levels will be back in line with school practice and expectations	Teaching and whole school strategies: Pupil assessment and feedback (COVID support Guide for Schools)	No additional cost – cost of class teacher	Baseline Assessments carried out which identify gaps in learning and the misconceptions children have	All teachers and support staff	<ul style="list-style-type: none"> <li>Baseline assessments were carried out throughout school and gaps in learning identified.</li> <li>Targeted children were identified as most in need for catch up and were included in the COVID Catch Up interventions and Booster sessions.</li> <li>See intervention records and end of year data for intervention impact.</li> </ul>
B	Staff will receive CPD to develop a greater understanding of children’s mental health needs (LA)	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/	Teaching and whole school strategies: Supporting great teaching (EEF COVID19 Support Guide for Schools)	No additional cost	Classroom observations/discussions with children  Questionnaires	All teachers and support staff  SEN	<ul style="list-style-type: none"> <li>All staff have taken part in Mental Health training through Place to Be.</li> <li>Staff feel more aware and confident of children’s mental health and strategies to support</li> </ul>

	New RSHE policy and planning implemented	<p>weekly teaching in the autumn term.</p> <p>PSHE and RSHE linked together and all planning mapped out over a 2 year cycle</p>					<ul style="list-style-type: none"> <li>• Children settled back into school extremely well after lockdown.</li> <li>• Pupil questionnaires show children feel safe and happy in school.</li> <li>• Pupil attendance this year overall is at 97.1%</li> <li>• Full teaching of PSHE and RSE curriculum implemented in school. Children have a more in depth understanding and knowledge of the topics taught this year including: <ul style="list-style-type: none"> <li>* Mental Well-being</li> <li>* Internet safety and awareness</li> <li>* Caring friendships and respectful relationships</li> <li>* Drugs and alcohol</li> <li>* First Aid</li> <li>* Educate and Celebrate</li> </ul> </li> </ul>
C	Early Career Teachers (X2) are prepared to teach children in the upcoming year and are given the appropriate		Teaching and whole school strategies: Supporting great teaching (EEF COVID19 Support Guide for Schools)	NQT and RQT programme with Durham LA	Experience and skills at the beginning of the year	ECF mentor (DH) HT Durham LA	<ul style="list-style-type: none"> <li>• With the support of Mr Churchill (mentor) and the LA programmes, both the NQT and RQT have had very successful years.</li> <li>• They have completed a successful transition into leading subjects and have embraced this role.</li> </ul>

	training and support						<ul style="list-style-type: none"> <li>Both teachers have had meetings this term with SLT to discuss the provision from September in their relevant classes</li> </ul>
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**Targeted academic support** i.e. structured interventions, small group tuition, and 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
D	Targeted interventions planned throughout the Spring and Summer term focusing on key areas of learning including R/W/M	Gaps and misconceptions in learning are addressed  Online learning platforms are used to address gaps in learning	Teaching and whole school strategies: Pupil assessment and feedback (COVID support Guide for Schools)	TA Extra hours  £1800 to run interventions  Additional LEXIA licences - £540	Baseline Assessments	Class Teachers  TAs	<ul style="list-style-type: none"> <li>Interventions have been running fully during the summer term and have had a profound impact on teaching and learning with targeted children (see individual intervention records)</li> <li>Increased use of Lexia has also supported children in improving knowledge in reading and spelling and address gaps in learning. Evidence of this can be further seen in end of year data.</li> </ul>

E	Targeted interventions planned throughout the Spring and Summer term focusing on key areas of learning including R/W/M	Gaps and misconceptions in learning are addressed  Online learning platforms are used to address gaps in learning	Teaching and whole school strategies: Pupil assessment and feedback (COVID support Guide for Schools)	TA Extra hours  £1800 to run interventions  Additional LEXIA licences - £540	Baseline Assessments	Class Teachers  TAs	<ul style="list-style-type: none"> <li>• See above</li> <li>• Having experienced, Level 3 enhanced TAs to lead the interventions has been very positive. The TAs know the children well and have worked closely with them all year.</li> </ul>
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**Wider strategies** i.e. Behaviour approaches

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
F	Continuous Provision enhanced in Year 1  Extra TA support in Year 1  Tatty Bumpkins intervention (mindfulness) for EYFS and Year 1	Increased concentration particularly for EYFS and KS1 by Spring term	EEF Teaching and Learning Toolkit:  Social and Emotional Learning (+4)	No Additional cost	Behaviour data  Pupil Questionnaires	SENDCO/ Wellbeing Lead (AOS) (GH)	<ul style="list-style-type: none"> <li>• Children in Year 1 have had the opportunities to investigate and play which they missed in EYFS due to lockdown 1. (see Year 1 Continuous Provision Floorbook).</li> <li>• Children in Year 1 have had the opportunity to socialise and mix together to develop communication skills</li> </ul>

							<ul style="list-style-type: none"> <li>• Children report as feeling happy and safe in school</li> <li>• Children have experienced techniques to support and help them with: <ul style="list-style-type: none"> <li>* Dealing with anxiety</li> <li>* Calmness</li> <li>* Resilience</li> <li>* Mindfulness</li> </ul> </li> </ul>
G	Parents evenings x2 - one for wellbeing at the end of Autumn 1 and one for attainment later in Autumn 2	All parents are aware of how their child/children has settled into school and if we have any concerns. All parents are aware of their child's attainment levels and where their gaps in education are and are provided with ways to support at home.	Wider Strategies: Supporting parents and carers (EEF COVID19 Support Guide for Schools)	No Additional cost		SLT All Teachers	<ul style="list-style-type: none"> <li>• Parents are aware of the following after successful parental consultation meetings held in April: <ul style="list-style-type: none"> <li>* An understanding of how their child has settled back into school following lockdown</li> <li>* Teachers observations linked to remote learning engagement</li> <li>* Any gaps in learning and attainment teachers have identified</li> <li>* How teachers are planning to address these gaps</li> <li>* Any additional interventions/support in place</li> <li>* Children's current attainment and end of year targets</li> <li>* General behaviour and attitude</li> </ul> </li> </ul>

H	Investing in additional technology (iPads) so we can improve the facilities available in school and support with targeted interventions and catch up in lessons.	Sufficient technology is available at school to support online learning and targeted interventions.	As all pupils return to schools, technology could also be valuable; by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology  (EEF COVID19 Support Guide for Schools)	Purchase of additional iPads - £8220			<ul style="list-style-type: none"> <li>• The purchase of iPads has supported the successful implementation of interventions and general learning in lessons.</li> <li>• Without these children would not have been able to access online learning platforms such as Lexia and Times Table Rockstars as effectively.</li> <li>• iPads were also available for children if they had to isolate at home so they could fully engage in remote learning.</li> </ul>
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### End of year summary:

The second lockdown has had some impact on attainment and progress with some children, particularly Pupil Premium children. This is largely as a result of some children not engaging in the remote learning fully.

Although most children engaged very well from home, it is difficult to gauge how much of this work was completed independently. Also, despite a strong Remote Learning Provision, is impossible to recreate the quality first teaching that children would experience had they been in school.

The children settled back extremely well into school routines and worked hard with positive attitudes to learning. Under instruction from the SLT, teachers have adjusted the curriculum to adapt to the needs of the children after a long period at home. April baseline data identified a range of gaps in learning which have been partially addressed through targeted interventions (both small groups and whole class e.g. Maths Meetings).

Quality interventions remain in place through the summer term to address some of the gaps in learning and adult support is being targeted to the most vulnerable pupils who are in danger of falling further behind. Assessment data will be further analysed in July 2021 and presented to Governors in Autumn 2021.