

# COVID-19 Catch-Up Premium Plan

## Tavistock Primary and Nursery School

Summary information					
<b>School</b>	Tavistock Primary and Nursery School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£24,560	<b>Number of pupils</b>	364

Guidance
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of a 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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>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. The funding is being paid over three terms – Autumn 20, Spring 2021 and Summer 2021.</p>

Guidance on the 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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

### Identified impact of lockdown

#### Context

On the return to school in September, some children had been out of formal schooling for 5 months and we knew that there was a wide disparity in the engagement with the school's remote education and barriers for learning within some home environments. During the first half of the Autumn term we planned, assessed and reviewed within class groups to identify the emerging gaps and gains. Children's physical and emotional health was prioritised throughout through the re-establishing of relationships, regular routines and boundaries.

<b>Academic Barriers</b>	<p>Gaps in subject knowledge, mainly in maths, spelling, grammar and punctuation and comprehension. Specific content and concepts have been missed (Summer Term planned curriculum) and the ability to make connections between ideas.</p> <p>Recall of known facts (eg. phonic knowledge, spelling patterns, number bonds etc.)</p> <p>Writing stamina was reduced due to lack of practice and increased screen based activities.</p> <p>Less reading of challenging texts, guided by teachers familiar with children's ability and aptitude.</p>
<b>Remote Learning</b>	<p>Families report lack of devices particularly for multi age families, limited data and capacity to support their children.</p>
<b>Other Barriers</b>	<p>Year Reception – starting school</p> <p><b>Physical development-Toileting</b> has been an area of concern across the whole foundation stage, with an increasing number of children regularly having accidents and wearing nappies.</p> <p><b>Communication and language</b> -8 children have had SALT referrals completed and 3 children already have SALT in place (20% of the reception cohort)</p> <p><b>Personal Social Emotional Development</b>- 15 children from other settings (26%). We couldn't complete our transition in the usual way and it's worth noting that with the increased number of 'children not known to us' from other settings, this has meant that settling into the new environment and expectations has taken a little longer and forming friendships has taken some time.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**Teaching and Whole School Strategies**

Intended Outcome	Action	Staff lead/time frame	Cost	Review
<p><u>Supporting great teaching:</u></p> <p>All subjects will be planned with increasing detail and consideration for how prior knowledge will be taught alongside new learning so that knowledge gaps can be reduced</p> <p>Ensure that there are sufficient physical resources for each 'bubble' eg. manipulatives in Maths</p>	<p>Time for subject leaders to research and plan non-core subjects. Additional cover will be required to facilitate the additional PPA.</p> <p>Purchase additional physical resources</p>		<p>£1,500 15 x morning SL cover Autumn 20</p>	<p>Quality of planning</p> <p>Quality of teaching</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers demonstrate a thorough understanding of the current learning needs of children and the actions they will take to promote accelerated progress</p>	<p>Class Progress Meetings – will focus on those children who need to progress to EXPECTED standard, those who are not achieving standards previously attained.</p>		<p>£1,600 16 x morning cover</p>	<p>Children's progress and attainment</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Tavistock Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of Tavistock Primary and Nursery School is filmed and shared with all new starters and placed on website.</p>		<p>£749</p>	<p>Parental feedback</p>
<p><u>Reading Resources</u></p>				

Children have access to quality reading resources in every class and there are sufficient texts for refreshing using the school library.	Audit and purchase additional books for classroom and library shelves	English lead	£3000 from HSA	Reading engagement, progress and attainment
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Targeted approaches				
Intended Outcome	Action	Staff lead/time frame	Cost	Review
<p><u>Speech and Language</u> Identified children have improved speech, language and communication:</p> <p>Nuffield Early Language Intervention (DfE NELI)</p> <p>On entry September 2020 11 children (20% of cohort) have speech and language needs</p>	<ul style="list-style-type: none"> <li>YR Teaching assistants and class teachers x2 training</li> <li>20 week intervention programmes for identified children</li> <li>Make SALT referrals completed for individual children (2.5hrs per child)</li> </ul>	FS Lead	<p>£685 CT &amp; TA release 12 hours x2</p> <p>£3,200 CT release 1 day x 20 weeks</p> <p>£1,300 staff time for referrals</p>	<p>Entry/exit data For individual children (NELI)</p> <p>Individual improvements for children</p>
<p><u>1-to-1 and small group tuition</u> Children are individually assessed and have their learning needs met.</p> <p>1:1 reading Phonics Spelling interventions – High frequency/Common exception words</p>	<p>Staff within phases are trained and they are confident to deliver the required interventions Teaching Assistant allocation is sufficient to meet needs of cohort</p>	Team Leaders	<p>£400 training</p> <p>£5,560 TA KS1 and KS2</p>	<p>Children are kept under ½ termly class progress meetings review Data – Feb half term</p>
<p><u>Intervention programme</u> Children are individually assessed and have their learning needs met. Counting to Calculating Toe by Toe</p>	<p>Staff within phases are trained and they are confident to deliver the required interventions Teaching Assistant allocation is sufficient to</p>	Team Leaders	<p>£2,281 TA Fdn</p>	

Funfit	meet needs of cohort			
All children maintain their prior attainment standards	Identified individual children are supported by the National Tutoring programme 1:2 or 1:3		£6,000 Tutoring	Individual children monitored through class progress meetings

<b>Wider Strategies</b>				
<b>Intended Outcome</b>	<b>Action</b>	<b>Staff lead/time frame</b>	<b>Cost</b>	<b>Review</b>
<u>Supporting parents and carers</u> Children have access to appropriate stationery and paper based learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	3 day home learning paper packs are ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home learning occurs.		£1,000 Sept 20	As required
<u>Ready for School</u> More children are trained in toileting needs	<ul style="list-style-type: none"> <li>Babcock Bowel and Bladder team to deliver training to the EYFS team.</li> <li>Toilet training leaflets to support our parents in toilet training their children using current advice and strategies.</li> </ul>		£425 training for hourly paid staff £160 1 day preparation time FS Lead	Termly report from FS Lead
<u>Access to technology</u> Ensure that children can access our remote learning using appropriate devices and software	<p>Appeal through Tavistock Times for donated devices from community/business</p> <p>Make applications for any eligible schemes (eg. application for laptops from DfE - 26 eligible children Yrs 3-6)</p> <p>Prepare donated and new devices for children's use</p>		£0  £200 SBM time  £765 IT support time	Monitor during any remote education period

	<b>Cost paid through Covid Catch-Up</b>	£24,560
	<b>Cost paid through HSA donations</b>	£3,000
	<b>Cost paid through school budget</b>	£1,735
	<b>TOTAL</b>	£28,825