

# Dunn Street Primary School

## COVID catch-up premium spending: summary

| SUMMARY INFORMATION    |         |                                  |         |                                     |              |
|------------------------|---------|----------------------------------|---------|-------------------------------------|--------------|
| Academic Year          | 2020-21 | Total catch-up budget            | £10,640 | Date of most recent catch up review | January 2021 |
| Total Number of pupils | 155     | Number of pupils eligible for PP | 93      | Date for next internal review       | July 2021    |

The Dfe has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so.

Whilst headteachers will decide how the money is spent the Education Endowment Foundation has published guidance on effective interventions to support schools.

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19Resources/Covid-19supportguide for schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19Resources/Covid-19supportguide%20for%20schools.pdf)

<https://educationendowmentfoundation.org.uk/covid-19resources/guide-to-supporting-schools-planning/>

For pupils with complex needs, schools should spend this funding on catch up to address their individual needs.

The Dfe has also set out the following Curriculum Expectations to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils- are given the catch up support needed to make substantial progress by the end of the academic year.

**Education is not optional** All pupils receive a high quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

**The curriculum remains broad and ambitious** All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Dfe asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make sure of existing flexibility to create time to cover the most important missed content. In particular schools may consider how all subjects can contribute to the filling of the gaps in core knowledge, for example through an emphasis on reading
- Aim to return to the school's normal curriculum by summer term 2021
- Plan on the basis of the educational needs of the children, Curriculum planning should be informed by the assessment of the pupil's starting points and addressing the gaps in their knowledge and skills
- Develop remote education so that it is integrated into school curriculum planning

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

The EEF guidance suggests a 3-tiered approach

### **A Teaching**

- Quality first teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### **B Targeted academic support**

- High quality one to one and small group tuition
- Teaching assistants and targets support
- Academic tutoring
- Planning for pupils with SEND

## **C Wider Strategies**

- Supporting pupils social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning Curriuclum
- Communicating with and supporting parents
- Supporting parents of children of different ages
- Successful implementation in challenging times

Total catch up funding £10,640

## **Strategy Statement**

Dunn Street Primary is very aware of the many issues our children have had to face due to the lockdown for Covid-19. As a school we want to prioritise the funding so that it has the longest benefits possible and is able ot leave a legacy as the the childreb retrun to their normal class room education

Our priorities are:

- Close academic gaps in learning with a particular focus on our most disadvantaged pupils
- Ensure that the children are supported with the social and emotional well being
- Quality first teaching for all
- Use any elements of innovative good practice that have emerged during remote learning

| <b>Barriers to learning identified( e.g. curriculum gaps, literacy, attendance, well-being)</b>  |   |
|--|---|
| <b>Issue</b>   | <b>How was it identified</b>            |
| 1. Gaps in reading knowledge in particular phonics in KS1 and Y3 and breadth of reading in KS2   | Teach and formal assessments            |
| 2. Poor stamina for focused work in particular sustained writing   | Teacher assessments and monitoring      |
| 3. Poor speech and language skills on entry in nursery, reception and Y1   | EYFS baseline                           |
| 4. Poor fine and gross motor skills  | EYFS baseline                           |
| 5. Gaps in maths knowledge in particular rapid recall and understanding of operations  | Teach and formal assessments            |
| 6. Ensuring on line learning is accessible to all  | Remote learning survey                  |
| 7. Maintaining a high attendance for all pupils  | Weekly attendance monitoring            |
| 8. Well-being- limited experiences to expand social circles, isolation, worry and anxiety  | Teacher observations and parental views |
| 9. Lack of independence in small groups and whole class  | Teacher observations                    |
| 10. Mental health – self-esteem and resilience   | Teacher observations and parental views |
| 11. Ensuring parental engagement   | Parents views                           |
| 12. The new plans for the school day and the lack of flexibility due to bubbles could hamper high quality teaching, learning and appropriate interventions being delivered | Teacher views and assessments           |
| Planned expenditure for current academic year  |   |

| Action   | Issue addressed | Tier  | Intended outcome  | Timescale                      | Planned cost |
|--|-----------------|-------|---|--------------------------------|--------------|
| To support the reading curriculum. English lead to research high quality reading materials to enhance our children's diet          | 1&3             | A&B   | Extensive range of redign resources available for al pupils to access, improve overall reading ability and further develop their love of reading          | October 2020 onwards           | £1,140       |
| Reading Plus to be used in Y3/4, 4/5,5/6   | 1&3             | A&B   | To improve the children's reading stamina. To expose the children to a range of genre. To improve inference and deduction skill s                         | September 2020                 | £800         |
| To support the current phonics programme with a particular emphasis on EYFS, KS1 and those not attaining in lower KS2              | 3&4             | A,B   | Assessments show rapid progress in phonics in particular disadvantaged, SEND and lower KS2 pupils   | September 2020                 | £3,000       |
| To support EYFS through higher adult- child ratio and ensuring environment supports learning                                       | 3&4             | A,B&C | EYFS assessments and observations show a rapid improvement in language targets and overall fine and gross motor skills                                    | September 2020                 | £1,000       |
| To support quality first teaching in class and within small group and one to one support   | 1,2,5           | A&B   | Specific support to enhance quality teaching across the school<br>Intervention focus on priorities<br>Use of skills of support staff in particular phonic | September 2020                 | £2,000       |
| To support the pupils who have anxiety and worries. Family support worker and trained staff to support nurture groups and families | 8,9,10          | C     | Pupils and families who are anxious and worried to receive appropriate intervention and support   | September 2020<br>January 2021 | £3,500       |

|   |       |   |   |                |               |
|---|-------|---|---|----------------|---------------|
| To provide technical, phone, face to face support for families with remote learning   | 11&12 | C | Remote learning accessible for all pupils and their families                        | September 2020 |               |
| Attendance is at or above 2019-2020 and no long term absenteeism. Use family worker and LA support. Supportive conversations to ensure all children accessing education | 7     | C | All children to be attending school and not experiencing any gaps in their learning | September 2020 |               |
|   |       |   |   |                | Total £10,640 |