

Summary information					
School	Edward Peake Church of England Middle School				
Academic Year	2020-21	Total Catch-Up Premium	£39,360	Number of pupils	548
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.</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 reception through to year 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.</p>					
Use of Funds (DfE Guidance)			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 the guidance on curriculum expectations for the next academic year.</p> <p>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 coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all pupils. Schools should use this document to help them direct their additional funding in the most effective way.</p>			<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ☑ Supporting great teaching ☑ Pupil assessment and feedback ☑ Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> ☑ One to one and small group tuition ☑ Intervention programmes ☑ Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> ☑ Supporting pupils' social, emotional and behavioural needs ☑ Supporting parent and carers ☑ Access to technology 		

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in 'Big Maths' assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Remote learning tasks involving extended writing are those that are least likely to have high levels of engagement and are often of insufficient quality, even from fluent writers.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. 1/3 of Year 3 entered without passing KS1 Phonics screening.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.
Attitude to Learning	Pupils resilience and independence when tackling tasks in lessons has diminished during the period of partial school closure. Staff report that pupils are less willing to engage in challenging tasks and are lacking in confidence to take risks, especially when sharing ideas or answers to questions in class.

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Edward Peake Middle School in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

i. Teaching and whole-school strategies

EEF recommended strategy	EEF Rationale	Specific implementation at Edward Peake	Cost	Expected impact
<p>Supporting great teaching</p>	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Continue to engage in CPD provided by CBC and local teaching schools. Access to National College CPD materials. Use of Monday evening CPD to support development of staff skills and Friday morning briefings to focus on core elements of effective teaching/supporting pupils-supported by WalkThru PD resources</p> <p>Appraisal meeting (October) to identify training needs of both teachers and support staff - schedule to be then put in place</p> <p>Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported</p> <p>New staff/RQTs/staff who require support to receive in school mentoring.</p>	<p>£600 for WalkThru PD resources</p> <p>£599 for Curriculum Thinkers School Membership</p> <p>£1762 for subject association membership</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>

<p>Teaching assessment and feedback</p>	<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Staff to revisit 'live' marking CPD. Support to be given to new staff to support implementation</p> <p>Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects. Subject leaders to revisit progression grids to adjust curriculum map accordingly.</p> <p>Develop use of frequent low-stakes testing to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge.</p> <p>Assessment cycle to be revisited and GL tests along will be used to identify gaps and offer standardised age score.</p> <p>PPMs will be held to track the progress of key pupils (including those classed as disadvantaged)</p>	<p>£315 Training on developing effective assessments for SLT and Middle Leaders</p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements.</p> <p>Analysis of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>
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<p>Supporting remote learning</p>	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <ul style="list-style-type: none"> ● Teaching quality is more important than how lessons are delivered ● Ensuring access to technology is key, particularly for disadvantaged pupils ● Peer interactions can provide motivation and improve learning outcomes ● Supporting pupils to work independently can improve learning outcomes ● Different approaches to remote learning suit different tasks and types of content. 	<p>Continued use of Google Classroom to support remote learning.</p> <p>Staff receive training on effective remote learning as guided by the EEF research.</p> <p>All staff are trained in using Google Classroom and Google Meet in order to support and challenge pupils.</p> <p>A guide to our remote learning provision is supplied on the school website.</p> <p>Staff make use of video recording software to provide recorded lessons for pupils to access to support their learning at home.</p>	<p>No additional cost</p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>
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ii. Targeted approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at Edward Peake CofE Middle School	Cost	Expected impact
One to one and small group tuition	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>White Rose Maths – small group intervention groups focusing on key skills and addressing gaps in basic knowledge. 4 members of staff 1 hour per week.</p> <p>Reading Fluency programme- delivered in small groups- focus on reading skills- engaging with reading a text fluently. 1 member of staff 2 hours a week, 1 member of staff 1 hour a week.</p> <p>Inference programme- delivered in small groups- focus on inference skills and comprehension of texts. 2 members of staff 1 hour a week.</p>	£21,479 for staff costs	By increasing targeted time spent reading/supporting maths 1:1 and small groups, data analysis will indicate gaps in reading/maths progress will close.

<p>Intervention programmes</p>	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>Reading, spelling and phonics (Toe-by-Toe), Fine Motor Skills and sensory interventions continue with individual or small groups of pupils.</p> <p>Lego Therapy is currently only running for Y7 pupils due to Covid restrictions. Additional members of the TA team have now received training on this so that it can be rolled out to other year groups.</p> <p>Dyslexia Gold continues and is offered to pupils in separate key stages at present in the new ICT suite. As previously, pupils can access Dyslexia Gold at home; a home communication book enables the parent/carer to inform us that the pupils have also 'played' at home.</p>	<p>Dyslexia Gold- £600</p> <p>Toe by Toe- £28</p> <p>Lego Therapy staff costs- £1729.20</p> <p>Dyslexia Gold staff costs- £864.60</p> <p>FMS Intervention staff costs- £2358</p>	<p>By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate.</p>
<p>Planning for pupils with Special Educational Needs and Disabilities (SEND)</p>	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable</p>	<p>Additional resources have been purchased to support pupils with Lego Therapy. When schools are fully open and there can be movement between groups this intervention will be rolled out to small groups from all years.</p> <p>The purchase of Boxall Profile resource for the assessment of children and young people's social, emotional and behavioural development.</p> <p>Numicon resources have been purchased to support 'hands on' activities in small groups to re-teach maths concepts.</p>	<p>£183.40 staff training</p> <p>£38.45 additional Lego therapy resources</p> <p>Boxall resources- £60</p> <p>Numicon resources- £71.96</p> <p>Sensory intervention staff costs- £4755.30</p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence PIP targets will be achieved.</p>

	<p>steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p>	<p>A part time Teaching Assistant has been employed to provide additional support to SEND pupils during this difficult time. The TA can work with small groups or provide cover for TAs with specialist training in areas such as bereavement and trauma.</p> <p>All Teaching Assistants have undertaken training Support a Safe and Successful Return to School Using the SWANN Framework to support the return to school for children and adults to foster an environment of creativity collaboration and commitment.</p>		
		<p>Reading Teachers=Reading Pupils</p> <p>Development of scheme which sees teachers engage with children’s literature to gain a better understanding of classic texts as well as new and upcoming authors.</p> <p>Teacher group explores and discusses the texts and how to support pupils’ engagement with them.</p> <p>Each teacher runs a reading group with pupils selected from group of disadvantaged pupils, low reading ages and poor attitude to reading for pleasure.</p>	<p>£3000- purchase of books for reading groups</p>	<p>Pupils develop a love of reading for pleasure.</p> <p>Improvement in reading ages for pupils involved in reading groups (an average of twice the rate of chronological progress)</p> <p>Improved attitudes towards reading in all subject areas.</p>

iii. Wider approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at Edward Peake CofE Middle School	Cost	Expected impact
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>The personal development and well-being of children is a clear priority for us at Edward Peake. The Inclusion Team at Edward Peake believes that all pupils and students can achieve their potential no matter what obstacles they may have to overcome. Many children, for an array of reasons, need some form of intervention and support, above and beyond what is provided by teachers in the classroom. Our Inclusion team works tirelessly to identify these children and obstacles, and by working with them, their families and other agencies attempt to address the challenges our young people face in achieving their potential.</p> <p>The Inclusion team is divided into two main areas, Social Inclusion and Learning Support.</p> <p>Support and intervention has been streamlined in to the following areas: Behaviour review Anger management Anger therapy Drawing and talking therapy Anxiety support Attachment therapy Physical intervention programmes (circuits, team games and logic activities)</p> <p>Links with external agencies Embrace victims support counselling service</p>	<p>Inclusion team is funded via Pupil Premium Funding</p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer handy reminders for pupils and staff. Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.</p> <p>Exclusions/'stages' will not increase despite pupils' absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive.</p>

		<p>Y4P mentoring program Building Resilience Workshop</p> <p>Grand Union Youth mentoring supporting pupils in and out of school</p> <p>Aquarius Drug and Alcohol support (children with parents who abuse or if they are trying it out)</p> <p>Ormiston Prison service supporting families who have a parent in prison</p> <p>Strengthening Families course held in school for parents</p> <p>Triple P Parenting course</p>		
Access to technology	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>Pupils loaned laptops for use at home and in school when required.</p> <p>All pupils have access to online resources used in school and for homework</p>	<p>Additional laptops supplied by DfE- no cost to school</p>	<p>By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling.</p>
Supporting parents and carers	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>Parents evening used to share strategies to support pupils further. Video meetings to allow more parents to attend who may otherwise have childcare/work commitments.</p> <p>Close links between form teachers and their class' parents through regular phone calls particularly to praise pupils and their work.</p> <p>Parent questionnaires used to understand what is working well and how we can improve.</p>	<p>No additional cost</p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged. Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child's education.</p>

		<p>School Library development</p> <p>School library is redeveloped to ensure it is an engaging, welcoming and purposeful environment for pupils to develop a love of reading.</p> <p>Space is also used to help pupils develop independent research skills and work independently on tasks both in and out of school time.</p> <p>Improve quality of stock to help engage pupils and reflect the diversity of our community and wider society.</p>	<p>£8000 (£5000 contributed by CBC school development project)</p>	<p>Pupils have an engaging environment in which to read for pleasure.</p> <p>The space can also support pupils when completing independent work and homework.</p> <p>Once COVID restrictions are eased, pupils will be able to use the space for homework clubs- supporting those pupils without adequate space or equipment at home.</p>
Total expenditure			£41,443.30	
Total funding			£39,360	
School's main budget contribution			£2083.30	