



Tudhoe Colliery Primary School – Covid Catch-up Premium Strategy 2020/21

Background

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 the most hardest hit. As a result, for the 2020/21 academic year, the government has announced funding to support children and young people to catch up. The premium is calculated at £80 per pupil.

The Government state that 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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

'Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19).' DFE Guidance for Full Opening

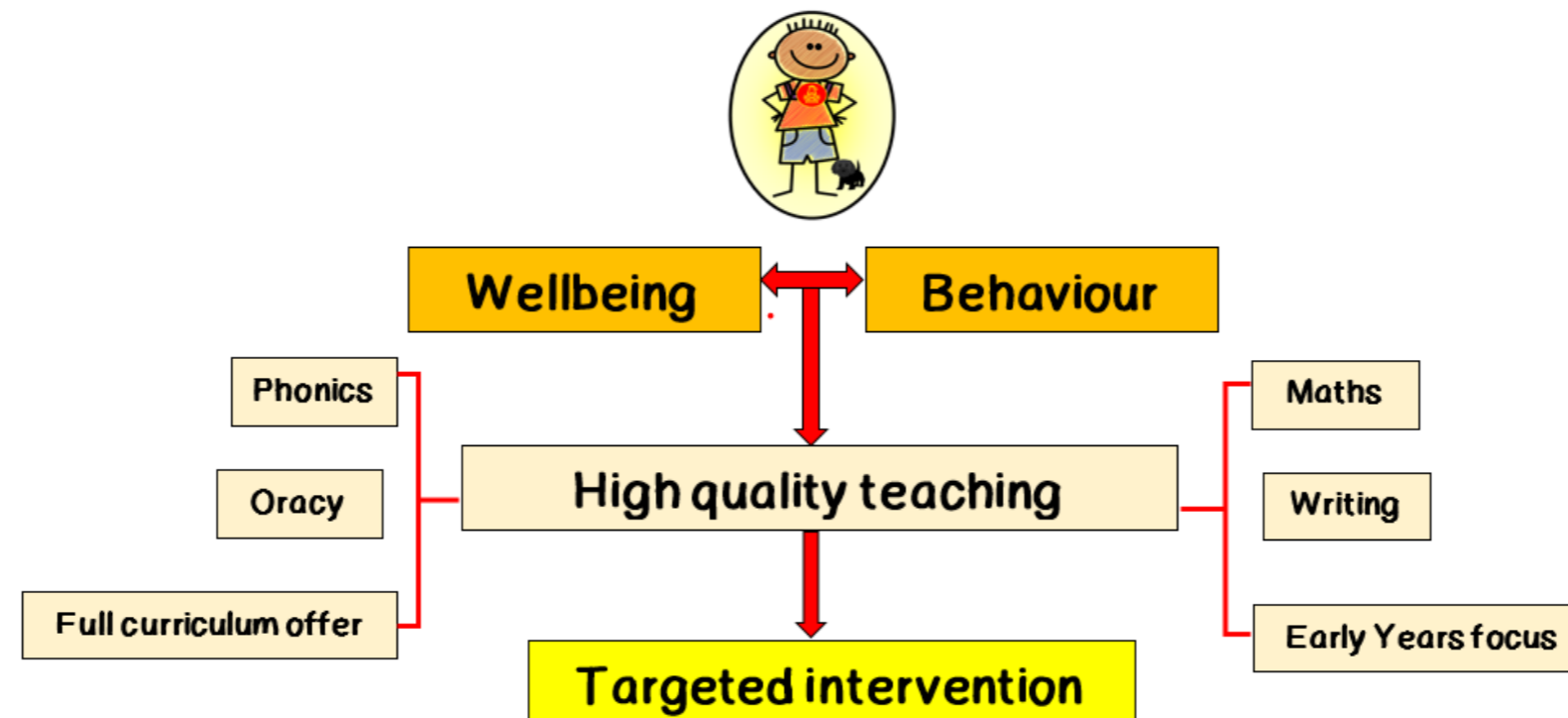
Our school has been allocated £16,240

Education Endowment Foundation (EEF) Recommendations from their 'Covid-19 Support Guide for Schools'

The EEF advises the following:

Teaching and whole school strategies	Targeted approaches	Wider strategies
<ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support 	<ul style="list-style-type: none"> 1:1 and small group tuition Intervention programmes Extended school time 	<ul style="list-style-type: none"> Supporting parents and carers Access to technology Summer support

Our Approach



School identified impact of lockdown	Actions taken to address identified issue	Evidence Base	Spending implications
<p>Mental Health and Wellbeing: We have more parents reporting that their children are anxious. While the majority of children have settled back into school very well, for some children, the transition from home learning to school learning has been more challenging.</p>	<ul style="list-style-type: none"> School dog from September 2020 – focusing on wellbeing and with long-term goal of training to be Therapy dog. Time to Talk sessions daily to support children in sharing their feelings and concerns Weekly sessions with Resilience Nurse, plus additional 1:1 sessions where needed PSHCE focus in first two weeks when children setting into school. 	<ul style="list-style-type: none"> Several research studies indicate that school dogs can have a positive impact on children's social and emotional wellbeing, calm and comfort children when upset, improve attendance, behaviour and strengthen the whole school climate. 	<p>£960 on set up for school dog (dog bought by owner – not school)</p>
<p>Behaviour and motivation for learning: Children are lacking resilience and stamina when working on tasks. All classes have reported children are less independent and seeking more reassurance from adults when completing tasks.</p>	<ul style="list-style-type: none"> Behaviour policy reviewed and adapted for September 2020 Signage around school to ensure behaviour rules high profile and central to what we do in school. Behaviour and Independence integrated into 'Behaviour Wheel' with TC and Arthur (school dog) central to behaviour procedures Training for all staff on new behaviour systems 	<ul style="list-style-type: none"> <i>Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Schools will need to make changes to reset behaviour and attendance expectations and consider additional support to successfully reintegrate pupils back.</i> (DfE Checklist for School Leaders to support full opening: Behaviour and Attendance) In the EEF Attainment Gap Report, 2017, it states that <i>'essential life skills, or character, are important in determining life chances and can be measured in a robust and comparable way.'</i> 	<p>£2,200 on resetting behaviour – new signage around whole school and outdoor areas.</p>
<p>Oracy: Staff have reported that many children are struggling verbally, not speaking in full sentences and finding it difficult to articulate their thinking.</p>	<ul style="list-style-type: none"> Time to Talk sessions set up across school School involvement with Voice 21 from January 2021 – oracy built into School Improvement Plan priorities Speech and Language interventions set up within Reception and school registered for NELI 	<ul style="list-style-type: none"> The Education Endowment Foundation's <u>evaluation of oral language interventions</u> as part of its 'Teaching and Learning Toolkit' shows that they have a 'positive impact' on learning at a very low cost. It summarised that, <i>'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'</i> 	<p>£1,500 – Voice 21 registration</p> <p>£120 – Oracy October CPD for staff</p>
<p>Phonics and Reading Within EYFS and KS1, children have gaps in knowledge from sounds that they have missed in the spring and summer term. Fluency has been identified as an issue across school and in some classes, pupil attitudes towards reading have been impacted.</p>	<ul style="list-style-type: none"> Children all reassessed for RWI phonics Refresher training for staff and new staff trained using online subscription Weekly phonics emails to parents to update on sounds learnt Catch up interventions in place for all children who are working below age related expectations 	<ul style="list-style-type: none"> The EEF Covid-19 Support Guide for Schools, states that, <i>'great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable. It also states that, 'setting aside time to enable teachers to assess pupil's wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.'</i> 	<p>£1,400 towards a Ruth Miskin online subscription – ongoing staff training and access to home learning videos for parents</p> <p>£60 – Phonics Home Learning booklets</p>
<p>Wider Curriculum Children have gaps in knowledge from topics that have not been taught, impacting future learning.</p>	<ul style="list-style-type: none"> School have been providing the full curriculum from September 2020 – only subjects where sharing resources is necessary are on hold for autumn term – computing and Design Technology Staff training has been held around application of reading to wider curriculum subjects, to help further close gaps within reading 	<p><i>'Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.'</i> DfE Guidance for Full Opening</p>	<p>None – covered through general budget</p>

School identified impact of lockdown	Actions taken to address identified issue	Evidence Base	Spending implications
<p>Early Years Reception staff have reported big deficits in children's 'school readiness' after missing a considerable period of nursery learning through the summer term. Baseline data shows children have much lower starting points and are finding social aspects of school difficult.</p>	<ul style="list-style-type: none"> • Additional adult in Reception in order to be able to target children effectively • Provision constantly reviewed and adapted to meet the needs of the children • School registered for Nuffield Early Language Intervention • Ongoing professional development for staff around effective provision and phonics 	<p><u>Supporting Great Teaching:</u> The EEF Covid-19 Support Guide for Schools, states that, '<i>great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable.</i>'</p> <p><i>'For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.'</i> DFE Guidance for Full Opening</p>	<p>£5,000 towards an additional apprentice Teaching Assistant.</p>
<p>Maths Some specific content has been missed and children now have gaps in knowledge, particularly in terms of topics such as Measure, Shape and Space and Statistics. Children's mental recall of facts has also suffered which impacts all aspects of number and calculation.</p> <p>Writing: Children's writing stamina has been affected, as well as basics such as handwriting and spelling.</p>	<ul style="list-style-type: none"> • Curriculum plans have been adapted to ensure coverage of all missed content – class teachers are aware of gaps in knowledge • CPD this term has addressed key skills in maths, a new approach to reading and front loaded support for staff in reading and writing sequences • Timetables have been set up to teach blocks of writing and maths, rather than teaching most daily, to help develop children's stamina and reduce cognitive load. • Staffing has been organised so that all classes have afternoon support from their morning Teaching Assistant – each class has between 3 and 5 afternoons of support. • Key interventions have been set up within Key stage 2 to focus on key skills: number, place value, handwriting, spelling and reading. • Mental Maths has been identified as a focus across the whole school for the autumn and spring terms. • EYFS and KS1 interventions are focused around Phonics and Early Reading 	<p><u>Supporting Great Teaching:</u> The EEF Covid-19 Support Guide for Schools, states that, '<i>great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable.</i>'</p> <p><u>Interventions:</u> The EEF Covid-19 Support Guide for Schools, states that, '<i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered 1:1 or in small groups, are likely to be necessary.</i>'</p> <p><i>A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills, or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'</i></p>	<p>£5,000 towards afternoon support from additional teacher within Y6</p>
<p>Remote Learning: School needs a system for remote learning that can be used for individual children isolating, larger groups or whole Bubbles. School must be ready to provide home learning immediately in the event that a child needs to self-isolate</p>	<ul style="list-style-type: none"> • Survey of home learning access completed • Paper packs in place for those without internet access • Seesaw full license purchased – allows more staff allocated to each class and allows scheduling of tasks. Can also be accessed via phone for those without laptop/tablet access • Children and parents being familiarised with Seesaw throughout the autumn term • 4 day and 10 day homework timetables developed with recorded inputs ready for each lesson to send out • DHT leading home learning for individual children self-isolating, ensuring staff can focus on teaching their classes • Training for staff on home learning approaches • RWI Phonics subscription purchased for online lessons – sent weekly to parents • Phonics booklets set up for Reception, Year 1 and 2 		<p>£937 for Seesaw full subscription</p>

Impact and Progress

Area	Expected outcomes:	Autumn Progress:	Spring Progress:	Summer Progress:
Mental Health and Wellbeing	<ul style="list-style-type: none"> • Children happy and settled in school • Attendance high (Covid excluded) • Emotional needs addressed through whole class support and additional intervention 	•	•	•
Behaviour and motivation for learning	<ul style="list-style-type: none"> • Children showing increasing levels of independence – most children working at/above age related expectations for learning behaviours • Low incidences of poor behaviour – reduction from Autumn 2020 	•	•	•
Oracy	<ul style="list-style-type: none"> • Children confident speakers and able to express themselves and articulate their ideas clearly • Opportunities made across the curriculum for talk 	•	•	•
Phonics and Reading	<ul style="list-style-type: none"> • 94% Y2 phonics pass (by summer) • 90% Y1 phonics pass • 85% Y6 Reading EXS + • Increase in positive attitudes to reading from baseline 	•	•	•
Early Years	<ul style="list-style-type: none"> • 80% GLD target • Challenging provision set up that is adapted to the current needs of the children. 	•	•	•
Maths Writing	<ul style="list-style-type: none"> • Basic skills addressed – evidence of progress in basic maths skills, times tables, spelling and handwriting from baseline assessments. 	•	•	•
Wider Curriculum	<ul style="list-style-type: none"> • Full curriculum offer in place from March 2020 for all children, including computing and technology. • All missed content taught 	•	•	•
Remote Learning	<ul style="list-style-type: none"> • All children able to access home learning • Strong engagement with home learning tasks • Coverage maintained during self-isolation periods. 	•	•	•