

## Catch up Premium Plan Eden Park 2020/21

### Guidance

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.

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.

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.

### Use of Funds

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.

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 students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition

	<ul style="list-style-type: none"> <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> <li>➤ Summer support</li> </ul>
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**Contextual Information**

During the first lock down period Eden Park school remained open for the children of key workers and vulnerable children. For all other children, access to learning was remotely from March to July. A total of 14 weeks of missed schooling.

**Attendance Autumn 2020:** Is at 95% for the Autumn 2020 but added to this are nearly 200 pupils who have need to self-isolate at some point. Pastoral staff have been working hard to maintain contact with families including follow-up with welfare check calls Class teachers have also been proactive in making contact with children not in due to COVID 19 and offering support where engagement with home learning has been limited. Critical Worker and Vulnerable children attendance in Lockdown 3 is around 20%.

**Safeguarding:** During the first lockdown there were a high number of child protection cases this has now decreased since being back at school for the autumn term. There has however been increase this term in lower level wellbeing concerns and emotional support for families.

**SEND:** Where pupils with EHCPs have been self-isolating due to a confirmed case, regular contact has been made with the families to ensure they are happy with temporary provision offer and home learning provided.

**Allocation of DFE devices**

45 windows tablets

We have loaned devices to families in need. The remaining devices in use in the school but are ready to go out to isolating children should the need arise.

**Engagement with learning during lockdown**

Children at Eden Park engaged well with online learning during lockdown 1. The provision was provided mainly by through the Teams platform which provided a means for teachers to share tasks, videos and information and a way for pupils to communicate and respond. Engagement varied across the school but was around 60% on average. take up. There is of course no substitute for face to face teaching, assessment and feedback and some families found it more difficult to support their children and this also had a negative impact on learning.

Engagement in Lockdown 3 has been much higher with approximately 80% to 90% engaged in daily remote learning and/or in school

Allocation	
Catch up fund allocation for Eden Park	£31,680

We have identified the following barriers to achievement for children which may have impacted on their academic attainment during school lockdown. This document details how catch-up funding will be allocated and the rationale. This will then be reviewed with the successful outcomes for each area of spend.

Barrier	Evidence/Reasoning	Intervention/Area of Spend	Cost	Intended Impact
		<i>All of the following are to support learning whether in school following periods of absence or children whilst at home during periods of absence due to illness.</i>		
<b>Pupil progress in reading in year 6</b>	Good progress has been made in reading for this year group however due to the lack of reading during lockdown by some pupils it was felt that targeting reading fluency could bring about quick improvement.	A reading fluency project has been purchased from Herefordshire. This is reading intervention aimed at building fluency and prosody increasing the reading age of pupils rapidly.	£1000	Over an 8-week period, the 11 children that participated improved their reading comprehension age significantly. The most improved data was an increase in reading age of 4 years and 4 months.

<b><i>Concern over access to good quality reading books over lockdown and beyond.</i></b>	Discussion with pupils and evidence from reading logs indicates that there was a lack of personal reading during in lockdown coupled with a limited range of books available	A digital library providing access to 1000 books matched peoples interests or reading ages has been purchased it is called Myon and links with Accelerated Reader	£1000	Children have access to a greater number of books. Since launching MyOn in December 2020 children have read 2564 books and have spent 372 hours reading (data taken from mid-January 2021)
<b><i>Access to one to one tuition</i></b>	some children in particular happy and identified as falling behind and teachers feel they would benefit from one to one tuition.	The school feels that one to one tuition will be most effective for our children if it is provided by staff with whom they are familiar. We have therefore budgeted to pay skilled teaching assistants or teachers extra hours to provide this	£5,359	Identified children make progress.
<b><i>Progress in reading and maths</i></b>	Concern from teachers that a number of pupils had significant gaps across the core subjects following lockdown	Highly experienced teacher employed as additional teacher for year three and four focusing on interventions in mathematics.	£1921	This was an intervention that was put in quickly for the first part of the autumn term to help these children catch up within the first few weeks. Initial assessment data from teachers points to some success.
<b><i>Concerns around progress and lack of teacher time available to work in small groups or individually</i></b>	Class teachers aware that there are significant gaps which can be best addressed by the class teacher being given time to work at small group level	An additional teacher employed from November onwards to work in year three and four releasing class teachers in turn to allow them to conference and intervene with pupils in their own class.	£22,400	Class teachers will be much clearer about individual Pupil assessment and we'll have the opportunity to provide intervention and support as needed
<b><i>Total</i></b>			£31680	



COAST  
ACADEMIES