



EMERSON VALLEY SCHOOL

COVID CATCH UP PREMIUM STRATEGY

Covid catch up premium

SUMMARY INFORMATION

Date of strategy implementation:	01/10/2020	Date of next review:	January 2021
Amount of pupil premium received per child:	£80	Total Covid Catch up premium:	£36,880

STRATEGY STATEMENT

Due to the disruption within the academic year 2019-2020, we know that some children haven't been able to progress as well as they could have done without the restrictions that were necessary for safety. Most of our children missed out on their usual learning environment in school, the support of the teachers and other staff in person and the social development that is incorporated in daily life. Although we set up Google Classroom to enable some form of teaching and learning to continue and we made welfare and wellbeing calls, this was no substitute for their daily life.

We believed that coming back to school would be difficult with many children needing support with their mental health, wellbeing and large gaps in their academic ability. However, what we found was that the children and their families returned with a remarkable level of resilience that has demonstrated that with some support, our children are capable of incredible things and can handle change well. This has supported us in reviewing our mental health and wellbeing support to ensure that we are supporting the children with their resilience and strategies to maintain their own mental health were possible. With the children that required a more personalized approach, we have worked on this in conjunction with their parents.

Incredibly, some children still made the progress we would expect over the entire year. On investigation, these children are the ones that were accessing Google Classroom each day to complete the work set and looking at their feedback from their teachers, they had a variety of books at home and they were more active, independent learners. 81% of children maintained their attainment level that they had achieved by the end of Spring 1.

Our objective with this funding is to highlight any areas that gaps have widened for our children, academically, emotionally and socially, and put in place support to close these gaps. We know that for some children these gaps will close within a year however, some may need longer term support to ensure they catch up with their potential level of attainment.

Assessment information

PROGRESS FOR YEAR 4, 5 AND 6			
	Maths	Reading	Writing
% of children making 6 steps or more progress (expected for the whole year)	8.4%	6.6%	3.7%
% of children making 3 steps or more progress (expected for when the children were in school)	89.3%	84.1%	71.2%
% of children making 1 step progress over the year	1.4%	2%	5.2%
% of children making no steps progress/regression over the year*	0%	0.3%	1.4%

* There are many factors that have contributed to the children encompassed within these figures which are being supported.

** Year 3 have no progress data as the children are new to our school.

We have also completed an analysis of the breakdown for the vulnerable groups to look at how best to support them moving forwards.

Attainment data has decreased from the usual levels and it would be inappropriate to report this given the rate of accelerated progress that children are currently making. This means that this data is not a true depiction of the attainment currently. Two of the areas that were worth noting were the differences in attainment for children entitled to Pupil Premium and children with an SEN in comparison to the whole cohort.

ATTAINMENT GAP CHANGES – COMBINED AT EXPECTED AND GREATER DEPTH				
	Pupil premium gap to whole cohort		SEN gap to whole cohort change	
	Autumn 2019	Autumn 2020	Autumn 2019	Autumn 2020
Year 4	18%	23%	54%	27%
Year 5	24%	23%	28%	34%
Year 6	17%	5%	23%	12%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in learning from the previous year
B	Quality first teaching ensuring that children are challenged at the appropriate level
C	Access to technology for children at home during local lockdowns/isolation
Mental Health and Wellbeing	
A	Children being anxious around Covid and the possibility of transmission
B	Children worrying about lockdown and isolation
C	Potential Covid cases within the families and bereavement.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement the Pixl package	To be able to diagnose gaps in pupils academic learning before targeting support in the strands that are weaknesses as a whole class and small groups.	Pixl is an established national scheme, born from the London Challenge group, that aims to focus on raising attainment for Key Marginal children. This is something we can implement for all children and utilize to support and inform planning and 'tutoring' interventions.	The teachers and support staff will receive CPD in how to utilize the website and its resources. SLT will monitor the implementation and impact before evaluating effectiveness. Pupil progress meetings will have an assessment focus.	IM	Termly
Buy the school's allocation of iPads Improve the stock of I.T. equipment that can be loaned out to children in the event of a local lockdown/isolation	Ensure all children can access the technology required in school to utilize the current programmes for accelerated progress (AR and TT Rockstars) Raise engagement in learning at home through our digital platforms.	As the use of technology increases in real life, we need to ensure pupils are ready for this. There are more apps and programmes that are using technology to enhance progress. We already use Accelerated Reader and TT Rockstars to improve progress and having access to a larger number of iPads would support the use of these. The children that made the largest amount of progress last year were the children with greater access to technology. This will support engagement with home learning.	The IT department will look into the cost of purchasing the iPads from the lease. The IT department will look to begin a new lease with more iPads.	IM	April 2021

Total budgeted cost:					£26,880
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Employ teachers for an extra hour after the school day to run tutoring sessions.	Identified children within the year group will have an after school tutoring session for 6 week blocks. This will help to close the gaps that have arisen.	The benefit of small group tutoring can enhance progress by 4 months. In using our own teachers, we can ensure that the child already has a relationship with the adult, they are trusted, they are from the same bubble and understand the curriculum and the pitch required.	The year group teams will select children that do not get additional support in school but will gain from the extra hour tutoring session in closing gaps. SLT will monitor the intervention sessions for impact.	IM Team leaders	December 2020
Employ a retired teacher from the school for 2 days to run after school tutoring groups.	Identified children within the year group will have an after school tutoring session for 6 week blocks. This will help to close the gaps that have arisen.	The benefit of small group tutoring can enhance progress by 4 months. In using our own teachers, we can ensure that the child already has a relationship with the adult, they are trusted, they are from the same bubble and understand the curriculum and the pitch required.	The year group teams will select children that do not get additional support in school but will gain from the extra hour tutoring session in closing gaps. SLT will monitor the intervention sessions for impact.	IM Team leaders	December 2020
Total budgeted cost:					£10,000