



Covid-19 Catch-up Premium/Recovery Plan - Learning and Wellbeing

An evidence-informed approach (Education Endowment Foundation EEF) to give the best chance of maximising impact

School name:	Ralph Butterfield Primary School
Academic year:	2020-2021 (payments received in 2020-2021 academic year; latter 2 payments carried forward into 2021-2022 financial <i>and</i> academic year) 2021-2022 – additions in blue font
Total number of pupils on roll:	315 310
Total catch-up budget:	£24,800 Autumn Payment £6,340, Spring Payment £8,130, Summer Payment £10,330 (colours key for termly payments expenditure in 2020 – 2021 with deep blue being expenditure in 2021-2022)
Date of reviews:	April 2021 April 2022 July 2021 July 2022

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 Y11. 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

EEF Recommendations

Teaching and whole school strategies

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

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

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

- Supporting parent and carers
- Access to technology
- Summer support

Strategies being adopted at Ralph Butterfield Primary School are highlighted in yellow

Teaching and Whole School Strategies

Action	Intended outcome	Estimated Impact	Anticipated Cost	Staff Lead	Actual Cost
<p>1.</p> <p><i>Supporting great teaching -</i></p> <p>a. Provide teachers with additional time in which to prepare high quality remote education for isolating pupils</p> <p>b. Provide training in the use of technologies required for remote education and different ways of communicating with parents e.g. purple mash and Google</p> <p>c. Ensure teachers have capacity to analyse data and identify impact of remote education so that gaps in learning are filled and children in need of additional support identified</p>	<p>Teachers feel well supported and are prepared for teaching effectively in a range of (unprecedented) circumstances.</p> <p>Quality of remote education is high.</p>	<p>a. Pupils at home in covid-related circumstances can continue to learn and in line with what their peers still in school are learning.</p> <p>b. Training and support, including to help teachers adjust to changes improves the quality of teaching and learning.</p> <p>C. Teaching quality is more important than how lessons are delivered leading to improved learning outcomes.</p>	<p>£2,500</p>	<p>Liz Clark (HT)</p>	<p>£2,184</p> <p>£500</p>
<p>2.</p> <p><i>Supporting great teaching -</i></p> <p>Develop strategies for self-care of personal wellbeing and in support of each other</p>	<p>Teachers can sustain a good sense of wellbeing in challenging circumstances.</p>	<p>Positive teachers who are able to manage their workload effectively and feel as good and supported as possible, are enabled to provide great teaching - the most important lever schools have to improve outcomes for the pupils.</p>	<p>£1,000</p>	<p>Liz Clark (HT)</p>	<p>£161.82</p> <p>£375</p>

<p>3. <i>Pupil assessment and feedback</i> - Teachers have the time and resources to assess pupil's wellbeing and learning needs so that appropriate actions can be taken</p>	<p>Phase meetings, staff meetings, daily monitoring, working with parents enable identification of wellbeing needs of children and putting strategies and interventions in place to support needs and improve wellbeing.</p> <p>High quality assessments (NFER) for maths and reading can be used as a source of evidence for gap analysis to inform planning and teaching and writing carefully assessed to identify gaps.</p>	<p>Appropriate and effective support is provided so that children can make rapid progress and narrow gaps in their learning, whilst feeling valued, positive and well cared for.</p> <p>Ability to test and measure impact effectively informs planning for teaching and learning that enables the children to make rapid progress.</p>	<p>£2,866</p>	<p>Andy Daniel (Assessment lead) Liz Clark (HT) Helen Stephenson (AHT) Deb Robinson (AHT)</p>	<p>£1,390 £1,000 £1,005</p>
<p>Teaching and Whole School Strategies - Total spend:</p>			<p>£6,615.82</p>		

Targeted Approaches

Action	Intended outcome	Estimated Impact	Anticipated Cost	Staff Lead	Actual Cost
<p>1. <i>One to one and small group tuition</i> –</p> <p>KS1 Phonics catch up 1:1 and small groups</p> <p>LKS2 bespoke catch-up support through additional TA 1:1 and small groups</p> <p>UKS2 after school bespoke writing and maths group tuition from teachers</p>	<p>That the effective relationships between the adults working with the children e.g. the teacher and the teaching assistant ensures that tuition is guided by the school, linked to the curriculum appropriately and focused on the areas where pupils would most benefit from additional practise or feedback, thereby maximizing progress and narrowing gaps.</p>	<p>Children have increased confidence and gaps in knowledge and understanding are narrowed allowing children to be more ready for their next steps in education.</p> <p>Positive impact of teachers as tutors (know the individual children, have the relationships with families, know the needs, no time wasted)</p>	<p>£7,384</p>	<p>Deb Robinson (AHT) Kath Bennett (SENDCo) Helen Stephenson (AHT)</p>	<p>£3,114 £578 £3,095</p>

Additional tutoring from teachers going forward potentially					
<p>2.</p> <p><i>Intervention programmes:</i></p> <p><i>a.Learning</i></p> <p>LKS2 Project x intervention delivered through increased TA time</p> <p><i>b.Behaviour support</i></p> <p>Teacher time investment in restorative practices to support children to understand the impact of their choices and to improve their conduct</p> <p><i>c.Social and emotional needs</i></p> <p>Increased ELSA capacity due to increased TA time in LKS2</p> <p>Potentially additional ELSA hours needed</p>	<p>Bespoke teaching and learning interventions and emotional/behavioural support allow individuals and small groups of children to catch-up in areas that are needs led by the children.</p>	<p>Children narrow gaps in knowledge and understanding, allowing them to be more ready for their next steps in education, positive behaviour choices are made leading to a greater sense of wellbeing which will impact positively on learning and children have increased confidence, self-esteem and wellbeing in relation to bespoke ELSA support.</p> <p>Peer interactions provide motivation and improve learning outcomes.</p>	<p>£6, 550</p>	<p>Helen Stephenson (AHT)</p> <p>Kath Bennett (SENDCo)</p> <p>Deb Robinson (AHT)</p>	<p>£2,100</p> <p>£1622</p> <p>£950</p> <p>£4,160</p>
Targeted Approaches - Total spend:		£15,619			

Wider Strategies

Action	Intended outcome	Estimated Impact	Anticipated Cost	Staff Lead	Actual Cost
<p>1. <i>Supporting parents and carers:</i></p> <p>Provide regular, supportive and personalised communications with parents especially to increase attendance and engagement with learning where needed. Provide handy tips for parents to share with their families and children. Provide additional books, educational resources and support and guidance as appropriate such as effective strategies for parents to support their children at home.</p>	<p>Increased attendance and engagement with learning where needed, including at home where children are in isolation.</p> <p>Where some parents and carers have limited time, this will assist them and build in confidence to participate in their child's learning.</p>	<p>Children don't miss out on further education unnecessarily. Families are well supported and confident in the schools covid-safe provision.</p>	<p>£2,000</p>	<p>Liz Clark (HT)</p>	<p>£1,464.75</p> <p>£450</p>
<p>2. <i>Access to technology:</i></p> <p>Invest in additional technology either to provide pupils with devices or to improve facilities available in school.</p>	<p>This is key, especially for disadvantaged pupils.</p>	<p>Equal opportunities</p> <p>No child is at a disadvantage due to a lack of technology</p>	<p>£2,000</p>	<p>Liz Clark (HT)</p> <p>Helen Stephenson (AHT)</p>	<p>Refer to Pupil Premium Report</p>
Wider Strategies - Total spend:		£1,914.75			
			£ 24,149.57		
			Total Final spend:		
			£650.43 remaining – declared as a committed reserve of unspent grant; permission given to carry forward into academic year Sept 22/23 to be used on additional booster sessions		
			Impact:		
			End of 2022 Reception and Key Stage 1 and 2 results all above national average.		