



Covid Catch up Premium

Academic Year	2020/21	Total Covid Catch up budget	£ 18,160
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Summary overview

Children and staff at EPS returned to a full school in September, 2020 all delighted to be back together. Whilst most children engaged in home learning during lockdown one, baseline assessment (year below summer assessment) on their return showed that the majority of children who had been working just at or below their age expected standard pre-lockdown, returned to school below or significantly below. Most children working at or above their age expected standard fared better and returned at the same expected or higher level.

This highlighted the need for an improved approach going forwards in the event of future lockdowns.

During the Autumn term learning will be based on pupils' prior knowledge with 'catch-up' from prior year groups factored into all subjects. Coverage of non-core subjects may be reduced as a result and this will vary between year groups.

Whilst all core subjects have significant gaps to fill, due to lost learning time, in our setting, Covid has impacted writing more than reading and maths. This has highlighted the need for a literacy catch up programme to support our children in school. A trial of Lexia will be undertaken and budget set aside for a three year period if this trial is successful.

Update:

Lockdown 2

Following lockdown 2, our children engaged in eight weeks of home learning: January 2021 – March 2021. During this time pupil engagement was strong and children benefitted from daily interaction with their class teachers. Blended learning meant that children at home and those in school were accessing the same learning with many in school also accessing work via Google Classroom.

Our recovery curriculum is underway with class teachers / TA's allocating additional time/resources to closing the Covid gaps in learning for all groups of children. GC continues to be used as a valuable learning resource in the classrooms and chromebooks are used daily to build fluency and provide additional support for children working independently. We are evaluating the option of buying in additional CT hours from known individuals, to provide targeted recovery support during afternoon sessions. Maths CPD is focusing on effective scaffolding to close gaps in learning. The Lexia trial was successful and the product has been purchased for a three-year period. We will be using Teachinglive.net to support Writing Recovery in the Summer Term. This term's parent/teacher consultations focused on the child/family's experience during the last lockdown to enable the school to fully support individuals/families with any SEMH needs. .

Easebourne Vision	Desired outcome	Chosen action	How will you ensure it is implemented well?	Date to review implementation?
Achieve, Build, Connect	All children can access high quality remote learning using Google Classroom	Chromebook devices for all classes Charging Trolley x 2	80 devices received.	Summer Term
	Familiarity with Google Classroom and regular use in class / home	Use of Covid Catch up Premium and Get Help With Tech to ensure sufficient and consistent devices were available in school to promote pupil access and familiarity. (59 purchased with Covid Catch up Funding and 11 + 5 ordered through Get Help With Tech, 5 bought with donation from Rotary). An appeal from the community brought in a number of devices, which have been issued to children in digital poverty on a long term loan basis. Headphones and mice bought to support some learners in each class.	Used throughout Lockdown 2 to access Google Classrooms for daily learning. Devices used in school and loaned to those remote learners in need of a home device.	
Budget £ 12,204.20				
Achieve, Build, Connect	In the event of a future lockdown or child experiencing Covid related absence:	Google Classroom training for all class teachers & SLT with staff meeting time designated to the sharing of good practice and useful apps	CPD for SLT in designing an appropriate remote learning policy	Review with staff end of Spring Term and end of Summer Term
	Quality first teaching – blended learning supporting remote and class-based learners in the event of COVID disruption	Set regular GC work in school and as homework to ensure children are familiar/skilled in using this platform	CPD for staff on Google Classroom	Lessons learnt captured (WWW, EBI)
		GC available to be used to support small group learning, 1:1 targetted support, remote learning (absence due to Covid)	Children exposed to GC through homework whilst still in school	
		Supported teachers in delivering blended learning: reducing curriculum requirements to focus on reading, writing, maths and topic – focus on teacher wellbeing	GC to be used as a classroom resource	
Maintain a regular classroom presence with sufficient live/recorded teaching to engage				

	remote learners alongside children in class. Continue provision of interventions in school and remotely where possible.	Managing parental / community expectation of blended learning provision in the event of future school closure – robust Remote Learning Policy which is reviewed regularly.	post-lockdown to support the recovery curriculum	
	No increased gaps in learning due to digital poverty	Loan devices available for any family in need	Survey to establish digital readiness for remote learning from home	
Achieve, Build, Connect	All vulnerable children to be in school	Over 50% (22/43) of our most vulnerable children are also PP	Non-engagement protocol Staff meetings Individual communication with parents	
	100% engagement for all classes	All children access and learn during remote learning Engage parental support		
	Use new tech / shared experience to minimise additional teacher workload	Discussion and demonstration of teaching & feedback methods and new apps, e.g. Padlet (£10/month), Mote, TeacherMade, NearPod etc at weekly staff meetings		
Budget £ 120 + VAT				
Achieve, Build, Connect	Implement recovery curriculum without increasing staff workload	Staff meetings with staff to ensure class teachers and TA's are confident implementing a recovery curriculum, including targeting specific groups and assessing impact without significant impact on staff workload.	Pupil Progress review Staff and SLT meetings – focus time Monitoring schedule Coaching Learning walks Review of data	On-going
		GC used effectively as a teaching/classroom resource		
		Small group and 1:1 targetted boosters/interventions		
		E4S / Mindfulness / ELSA / Play Therapist / learning mentors to support a good transition back into school for all children; application for further ELSA training from oversubscribed West Sussex initiative		

	Teachinglive.net	Literacy resource for KS2 writing. Y3 and Y5 took part in taster session mid March. Following discussion with HT, DH and Literacy Lead it was agreed to subscribe to this for the Summer Term. Writing has shown the greatest impact from the two lockdowns. This initiative will provide high quality lessons for KS2, chn will benefit from a whole school approach, teacher workload will be reduced as much of the planning is in place and will need a tweak to individualised for each class. It is geared towards engaging reluctant writers. 20% discount for attending the taster session offered. For all KS2 classes £560	Discussed at Recovery Curriculum staff meeting Literacy lead to focus on it's impact in monitoring schedule and report back	
	Staff workload	Monitoring scheduled pushed back to w/c 8 th March. Focus on monitoring online lessons / staff well-being interim during Spring 1.	Remote learning SEF	
Budget £ 560			Total Budget spent: £12,884.20 Balance: £5,275.80	