



Catch Up Premium Statement

School overview

Metric	Data
School name	Adelaide Primary School
No. pupils in school:	399 FS2-Y6 (+36 FS1)
Catch Up Premium allocation this academic year	£80 x 399 pupils (FS2-Y6) = £31,920.00
Academic year or years covered by statement	2020/2021
Publish date	01 September 2020
Review date	01 September 2021
Governor lead	Shelly Shepherdson

Background

- It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged.
- Effective strategies evaluated by the EEF have been identified within this plan.

Impact of school closures on our pupils

- Gaps in academic knowledge and skills, particularly in early language, phonics, reading, writing and maths
- Increased emotional wellbeing/mental health concerns
- Increase in behaviour concerns
- Increase in safeguarding concerns
- School readiness concerns for our younger learners resulting from lack of routines and norms

Intended outcome of Catch-Up Premium spending

- This funding will be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. This will include ensuring our school returns to the normal curriculum in all subjects by summer term 2021 and standards are maintained.

How we will allocate and monitor Catch Up Premium funding

EEF Focus Area	Activity
Teaching and whole school strategies	<ul style="list-style-type: none"> • Training for all staff on the 'Recovery Curriculum' - SA Sept • Support, guidance and planning for all teachers on the 'Catch-up Curriculum' - MD Sept onwards • Support for Early Career Stage Teachers from experienced leaders for wellbeing and the planning and delivery of lessons – MD/AH • Opportunities for professional development including training for TAs in evidence-based interventions (ref EEF), metacognition and effective feedback training for teachers and TAs (ref EEF)
Projected spending	£5,000 (including 50% of salary costs for support)
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • Regular analysis of data / tracking • In school formal monitoring programme • CPD records

EEF Focus Area	Activity
Targeted support	<ul style="list-style-type: none"> • <u>Foundation Stage</u> - Intervention programmes to accelerate progress in early language and communication (NELI, LiC, PA) - school to fund • <u>Key Stage 1</u> - academic intervention programmes during the school day/after school to accelerate progress in phonics and early reading and maths (Fast Track Phonics, 1st Class @ Number - EEF) • <u>Lower KS2</u> -1:1 and small group tuition after school for targeted children in Reading, Writing and/or Maths (NTP, HLTA, KS2 TA working under Tuition Lead) & academic intervention programmes during the school day/after school to accelerate progress reading and maths (FTP, Reading Plus, Success@ Arithmetic) ref to EEF • <u>Upper Key Stage 2</u> - 1:1 and small group tuition after school for targeted children in Reading, Writing and/or Maths (NTP, HLTA, KS2 TA working under Tuition Lead) & academic intervention programmes during the school day/after school to accelerate progress reading and maths (Reading Plus, Success@ Arithmetic - ref EEF) • <u>School-wide</u> - Wellbeing Intervention programmes (ELSA, POWER) as needed across the school delivered by the EWBAAO
Projected spending	£15,000 (including 80% of salary costs for support)
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • Regular analysis of data / tracking • In school formal monitoring programme

EEF Focus Area	Activity
Wider strategies	<ul style="list-style-type: none"> • Supporting parents and carers with an enhanced Early Help offer - pastoral support, advice and signposting; targeted attendance support for families with children struggling to attend - EWBBAO already in place and funded by the school • Supporting parents and carers – maintaining and developing accessible home learning resources and routines for all • Enhanced home school communication efforts - translation of key documentation into minority languages; workshops/videos/booklets for parents on supporting the development of talk, early reading & phonics and maths at home; • Access to technology (additional devices and/or resources) - bank of devices to loan for home learning; additional devices to access catch-up programs in school/after school (phonics, reading, maths)
Projected spending	£12,000 (including 50% of salary costs for support)
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • Regular analysis of data / tracking • Parent voice • Attendance records • Analysis of engagement in home learning • Analysis of CPOMS for parents engaging with signposted services