

**Oxon CE Primary School**  
**Coronavirus (COVID-19) Catch-Up Premium Grant**  
**Updated and reviewed in May 2021**

**Allocation:**

In the academic year 2020 to 2021 the school received:

£80 x 424 pupils = £33,920.

We understand that this funding is a 'one-off' allocation for this academic year only. Some of the finance allocated for the academic year 2020-21 will be used to continue to support children in the academic year 2021-22.

**How it is intended that the grant will be spent:**

**Strategy:**

- We are aware that many children have missed a significant amount of 'face-to-face', high-quality teaching. Enabling children to return to a normal routine of high-quality lessons is of the greatest importance.
- Our intention is that strategies are implemented that enable all pupils to return to their pre-Covid-19 attainment trajectories or better. The Covid-19 experiences of year groups and individuals vary. Our approach in planning and delivering support takes this into account.
- Where it is identified that additional support is required, we are aiming to offer this through the provision of staff who can deliver support that is 'embedded' within lessons; or is delivered through closely linked interventions, small group tuition or one-to-one tuition.
- These sessions are carefully planned to ensure that they entirely support the core learning within the class and don't 'distract' from it.
- For the older year groups, we feel that this is best provided by additional teacher support. We are making particular use of existing staff who already work for part of the week in the designated year group. We are employing them to work additional sessions alongside year group colleagues.
- For the younger year groups, we feel this support is best provided by the appointment of additional teaching assistants to work alongside the existing teacher and teaching assistant year group team.
- The increased capacity of teachers and teaching assistants will enable us to offer provision for children with areas of learning that we have identified as requiring additional support from both formative and summative assessments.
- We will continue to review this strategy moving forward. If levels of Covid reduce and restrictions are relaxed, we may use those freedoms to introduce some additional actions.

**Teaching and whole-school strategies**

<b>Strategy</b>	<b>Supporting research evidence</b>	<b>Timings</b>	<b>Cost (From catch-up funding)</b>	<b>Assessment of impact and review</b>
Ongoing high-quality teaching	<a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a> Page 4  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a> <ul style="list-style-type: none"> <li>• Metacognition and Self-Regulation +7 months</li> <li>• Feedback +8 months</li> </ul>	Ongoing	£0  SIP activities and CPD from main school budget	Ongoing systems of review.  Key assessment points:  October 2020 (completed) June 2021 January 2022 May/June 2022  Review strategy after each date.
Ongoing high-quality assessment and feedback	<a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a> Page 4  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a> <ul style="list-style-type: none"> <li>• Feedback +8 months</li> <li>• Metacognition and Self-Regulation +7 months</li> </ul>	Ongoing  Key assessment points:  October 2020 June 2021 January 2022 May/June 2022	SIP activities and CPD from main school budget	Key assessment points:  October 2020 (completed) June 2021 January 2022 May/June 2022  Review strategy after each date.

**Targeted approaches**

Strategy	Supporting research evidence	Timings	Cost	Assessment of impact and review
<p>Teacher led support:</p> <ul style="list-style-type: none"> <li>• Interventions</li> <li>• Small group tuition</li> <li>• One-to-one tuition</li> </ul> <p>(Target areas Year 4,5,6)</p>	<p><a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a> Page 5</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <ul style="list-style-type: none"> <li>• Small group tuition +4 months</li> </ul>	<p>From September 2020 onwards.</p> <p>Paused during the spring 2021 lockdown – money used to extend length of input into 2021-22</p>	<p>£12,380</p>	<p>Children will be identified for interventions as part of the schools existing provision mapping process.</p> <p>Children involved will be reviewed regularly and formal plans updated at least each half term.</p>
<p>Teaching assistant led support: (Many of our teaching assistants are qualified teachers or have HLTA/L3.)</p> <ul style="list-style-type: none"> <li>• Interventions</li> <li>• Small group tuition</li> <li>• One-to-one tuition</li> </ul> <p>(Target areas Year R,1,2,3 but all years will have some input.)</p>	<p><a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a> Page 5</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <ul style="list-style-type: none"> <li>• Small group tuition +4 months</li> </ul>	<p>From September 2020 onwards.</p> <p>Paused during the spring 2021 lockdown – money used to extend length of input into 2021-22</p>	<p>£19,540</p>	<p>An additional formal review will take place after key assessments:</p> <p>October 2020 (completed) June 2021 January 2022 May/June 2022</p> <p>Regular reviews by SLT to ensure the effectiveness of approaches.</p>
<p>Engagement with the National Tutoring Programme</p> <p>Engagement with the Nuffield Early Language Intervention (NELI) for 4-5 year olds</p>	<p><a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a> Page 5</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <ul style="list-style-type: none"> <li>• One to one tuition +5 months</li> </ul>	<p>From July 2021 onwards.</p> <p>Following a review of June 2021 assessments, identify any children who may benefit from involvement with NTP (summer holiday and autumn 2021 delivery window).</p>	<p>£2,000</p>	<p>Regular reviews by SLT to ensure the effectiveness of approaches.</p>

Note: finance may be adjusted between these three different blocks as part of the review process.

**Wider strategies**

Strategy	Supporting research evidence	Timings	Cost	Assessment of impact and review
<p>Supporting parents and carers</p> <p>Effective systems in place for any periods of lockdown. (Written protocol and record keeping systems in place.)</p> <p>Effective systems to engage parents and carers during times of full opening. (Verbal communication at handover, phone calls, e-mails, online parents' evenings, full written reports.)</p> <p>Effective systems in place for the SENDCo to support parents and carers.</p>	<p><a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a> Page 6</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf</a></p>	<p>Ongoing</p>	<p>Online Parents Evening IT system - £250 – met from school budget.</p>	<p>Regular reviews by SLT to ensure the effectiveness of approaches.</p> <p>Key involvement of DSLs and SENDCo.</p> <p>Feedback from all members of staff.</p>
<p>Access to technology</p> <p>Remote learning strategy in place (see website.)</p> <p>Systems in place to monitor engagement with remote learning and identify IT resource issues.</p>	<p><a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a> Page 6</p> <p><a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</a> Section 2</p>	<p>Ongoing</p>	<p>19 DfE funded laptops to be loaned to families for remote learning.</p> <p>An additional 10 school laptops available for remote learning. ('Reset' costs met by main budget.)</p>	<p>Strategic reviews by SLT when government guidance is updated.</p> <p>At least weekly reviews during any periods of lockdown.</p>

<p>System to provide laptops to those in need of technology to access remote learning.</p> <p>Effective systems in place for the ICT lead to support parents and carers.</p>		<p>Seesaw platform for remote learning – subscription £1800 – met from school budget.</p> <p>Set up and administration of Seesaw and MS Teams, associated staff training and CPD costs – met from school budget.</p>	
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**How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed:**

- After all children returned in September 2020, we allowed five weeks of teaching for the children to settle back into school before carrying out summative assessments. In early October 2020, the children completed the assessments originally planned for June 2020. (The outcomes of these assessments were shared with parents at virtual parents' evenings in October 2020.)
- Staff spent time analysing these summative assessment outcomes (alongside on-going formative assessment judgements) to identify any gaps in learning.
- The summary outcomes were shared with the governing body in early November 2020.
- We plan to complete our established assessments in two planned windows each year (January and May/June).
- An additional formal review will take place after these key assessments:
  - June 2021
  - January 2022
  - May/June 2022
- The outcomes from these assessments will enable us to evaluate the impact of the catch-up premium against the pre-March 2020 'trajectory' grades.
- The final analysis will also consider broader educational and learning attainment that may not be accurately captured in formal assessments.