



# Oatlands School COVID-19 Catch-up Premium Plan

## Summary information

<b>School</b>	<b>Oatlands</b>				
<b>Academic Year</b>	<b>2021-22</b>	<b>Total Catch-up Premium</b>	<b>£22,200</b>	<b>Number of Pupils</b>	<b>270</b>

## Guidance

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

School's 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 Year 11 in 3 instalments, 2 this financial year and a second in the next financial year.

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 school's baselines in calculating future year's funding allocations.

## Aims

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between disadvantaged pupils and their peers
- Attainment outcomes at the end of 2020-21 to be in line with those at the point of lockdown in March. I.e. if a child was working at age-related expectations in a subject in March they are working at least age-related expectations at the end of the year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

## Use of funds

Oatlands has followed the Education Endowment Fund Recommendations in their decision making around use of funds by focusing on:

### Teaching and whole school strategies

- Quality first teaching for all pupils
- Pupil assessment and feedback information to help teachers determine how to most effectively support their pupils
- Ensuring teachers have access to quality technology to support lesson planning and delivery

### Targeted approaches

- One to one and small group support
- Intervention programmes

### Wider strategies

- Providing pastoral support to pupils and families on our return and if there are future school closures
- Access to technology

## Possible impacts of lockdown and use of catch up premium

Our remote learning offer meant that our curriculum content continued to be taught throughout lockdown with children at home being exposed to the same coverage as those in school. Pupil engagement was closely monitored on a weekly basis during lockdown. Whilst the majority of children engaged well with remote learning, teachers are aware of those who did not. It is also unclear how much support children received when completing their learning at home. Teachers will need to spend time assessing children and identifying any gaps in their learning.

<b>Maths</b>	<p><b><u>% of engagement in remote learning (Jan 4<sup>th</sup> – March 8<sup>th</sup> 2020)</u></b>  <b>Reception: 63%</b> of the work set over the 6-week period was submitted.  <b>Year 1: 83%</b> of the work set over the 6 week period was submitted.  <b>Year 2: 89%</b> of the work set over the 6 week period was submitted.</p> <p>Teachers have up to date records of who completed their maths during this period and are therefore able to quickly check any gaps in curriculum coverage. Children are put into fluid intervention groups and both pre-teach strategies and targeted extra sessions are put in place to address any gaps in knowledge and understanding.</p>
<b>Writing</b>	<p><b><u>% of engagement in remote learning (Jan 4<sup>th</sup> – March 8<sup>th</sup> 2020)</u></b>  <b>Reception: 53%</b> of the work set over the 6-week period was submitted.  <b>Year 1: 76%</b> of the work set over the 6 week period was submitted.  <b>Year 2: 89%</b> of the work set over the 6 week period was submitted.</p> <p>Teachers continue to assess children and provide individual targets to focus children on areas for development. Children are allocated 1:1 or small group interventions, which are reviewed half termly. <i>We have increased the number of days our Year 2 intervention TA works (£3,020) and in addition purchased 'Expressive writing materials' intervention materials (£166).</i> In the absence of cross-school moderation sessions during this time we have purchased 'No more marking' writing assessment package to support the accurate assessment of writing.</p>
<b>Reading/Phonics</b>	<p><b><u>0% of engagement in remote learning (Jan 4<sup>th</sup> – March 8<sup>th</sup> 2020)</u></b>  <b>Reception: 52%</b> of the work set over the 6 week period was submitted.  <b>Year 1: 80%</b> of the work set over the 6 week period was submitted.  <b>Year 2:</b> No phonics data</p> <p>Children who were remote learning had access to a bank of e-books so that they could continue to read at the correct level throughout lockdown. We increased our number of Lexia licences to <b>65</b> at a cost of £962 (Additional 15 licences)</p>
<b>IT</b>	<p>Teachers have needed access to computers in order to be able to deliver high quality teaching and learning opportunities at home and in school. The catch up funding has allowed us to replace old and damaged computers as well as allowing all staff, whether full time or part time to have a laptop.</p> <p><i>We have purchased 7 laptops. (See costing below)</i>  In order to ensure all families are able to access learning via Class Dojo and Tapestry, we have purchased</p>

	an additional 15 ipads, which are available for loan upon request. These will also be used to facilitate the increased numbers of children using the Lexia reading intervention. (See costing below)
<b>Attendance</b>	Attendance has remained high with 99% of children returning to school on March 8 <sup>th</sup> when schools re-opened to all pupils. Our remote learning policy is robust and if children have needed to self-isolate, and are well, learning is provided via our online platforms Class Dojo (Years 1 and 2) and Tapestry (Reception).
<b>Mental Health and family support</b>	The health and wellbeing of our children continues to be monitored closely and interventions and support put in place to support identified children. We have increased the capacity of our ELSA from 0.5 to 1.5 days to allow her to work with the increased number of children identified as needing support in year 2. We continue to employ a home school link worker (1 day per week) to support identified children and families in need. She also signposts families to contacts, charities and food banks. We have a play therapist and trainee play therapist who support identified children across the school. We are currently taking part in The story project, which promotes discussion around emotions through books.

## Planned expenditure

<b>Planned Expenditure</b>	<b>Estimated</b>
Laptops x 7	£10,412.00
Ipads x 15	£4,140.00
Lexia (15 licences)	£962.00
Expressive writing materials	£166.00
1 Day HLTA support Sep 20-Jul21	£3,020.00
1 day ELSA support	£3,020.00
No more marking subscription	£200
	<b>£21,920</b>
<b>Funding expected</b>	
£80 per pupil (270) (To be received in 3 tranches)	£21,600.00
SAFE grant	£600
	<b>£22,200.00</b>