



## Ernesettle Community School Coronavirus (Covid-19) Catch Up Premium

Summary Information			
Total Number of Pupils Eligible	406	Total Catch Up Premium	£32,480
Planned Expenditure			
The Catch Up Premium will be used to support the funding of the following strategies: <i>The three headings below have been taken from the EEF Covid Support Guidance for Schools.</i>			
1. Teaching and Whole School Strategies			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
Ensure all staff have the necessary skills to protect, relate, regulate and reflect for pupils experiencing Social, Emotional and Mental Health (SEMH) difficulties as a result of the pandemic.	Trauma Informed Schools training and Supervision for TIS practitioners	The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.	
Identify particular areas where pupils have forgotten or misunderstood key concepts in the core subjects.	Baseline Assessments in Reading, SPAG/Phonics Writing and Maths for all year groups	The DFE has asked that as part of the catch up curriculum schools plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.	
Assess the wellbeing of learners so staff are able to provide effective and timely support.	All children complete the 'I wish my teacher knew...' activity.	Research has shown that during school closures there have been increased calls to the Samaritans, increased cases of domestic violence, substance abuse and alcohol misuse. We cannot provide effective support if we do not know what the children have experienced.	
2. Targeted Support			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
To improve attendance, punctuality and learning outcomes for pupils in Year 5 and 6.	Extended school day for Year 5 and 6.	EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	
Close gaps in vocabulary knowledge, narrative skills and active listening in the early years due to the pandemic.	Nuffield Early Language Intervention	Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. Teachers to work in various research groups to further their professional development; one of the research groups will focus on Closing the Vocabulary Gap.	
Close gaps in Reading, Writing and Maths caused by the pandemic for disadvantaged pupils.	Academic Mentor to provide tailored support 1:1 and in small groups for disadvantaged pupils.	Baseline assessments show that pupils in the three highest percentage classes of disadvantaged pupils in the school, performed the poorest.	
Close gaps in Reading, Writing and Maths identified in baseline assessments which are caused by the closure of schools.	Small group tuition for SPAG/Phonics, Reading and Maths. Additional Teacher to support interventions in Year 5. SLT to run SPAG/Phonic interventions.	Baseline assessments showed that Year 3 and Year 5 pupils had forgotten or misunderstood key concepts in the core subjects. These classes also have the highest percentages of disadvantaged pupils.	
3. Wider Strategies			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
Ensure all pupils attend school and return to normal educational routines as quickly as possible.	Education Welfare Officer (EWO) support for 1 day per week	Education is not optional - all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Previous year scrutiny has shown that attendance has improved and no further action is needed if there has been involvement from the EWO or if a 'We Are Concerned About Your Attendance Letter' has been sent.	