



Covid-19 Catch-Up Funding Premium

The Department for Education (DfE) has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable pupils.

The allocation of Catch-Up Premium for The Olive Tree is: **£33,600.00**

National Lockdown March – July, 2020

The extended lockdown, from March to July, had an obvious impact on the education of all of our pupils, regardless of age or academic ability due mainly to the disruption it caused. During the school closure, most of our pupils were educated at home, with school providing online learning from the outset via our digital classroom, Showbie.

Although 100% of our pupils have school issued devices, we additionally provided a very small number of our families with paper packs of work on a weekly basis due to a lack of internet access (either because of issues with home Wi-Fi or just a general preference of parents to not engage with the internet.)

In terms of engagement, this tended to be between the 85 - 90% mark - with our staff having to do a lot of chasing (with parents) to ensure they were encouraging pupils to go online and complete their learning – particularly in the afternoons.

Moving forwards, our digital platform has been updated to allow for video conferencing - which means we can also offer synchronous learning for all pupils. Consequently, we have updated our processes for remote learning with the expectation that pupils will be online at set times, with the younger years (EYFS / Year 1) utilising a blended learning approach and years 2 to 6 mainly utilising synchronous learning. In doing so, we believe this will increase engagement even further - towards 100%.

Barriers to learning – key headlines:

Despite our best efforts over lockdown, when The Olive Tree opened for all pupils on 2nd September, our baseline assessments highlighted a number of barriers to learning across school, to include:

- Pupils in Reception having missed out on a number of key aspects of early learning due to disrupted nursery access: particularly in Personal & Social Education (PSE); Communication & Language (CL) and Physical Development (PD);
- Pupils in EYFS – Y2 having missed key learning in early reading & phonics;
- Individual, group and class reading opportunities had been missed by some pupils due to inconsistent engagement throughout the lockdown period. For some pupils, fluency had decreased; for others, comprehension skills had regressed.
- Our pupils' vocabulary development and understanding of unfamiliar words had regressed either through a lack of regular practice or because little English had been spoken at home during the lockdown period (a large percentage of our pupils have English as an Additional Language).
- Pupils across school had fallen behind with their writing as the nature of remote learning meant some of them had not been able to continue to develop their stamina when writing for extended periods.

On a more positive note, our pupils showed remarkable resilience and returned to school with highly positive attitudes to learning. They settled quickly, resulting in high standards of behaviour. Positive relationships, with both staff and peers, were re-established and there were very few anxiety or attachment issues, as might be expected after such a long period of absence from school. In general, attendance has also been good.

We have considered all of these factors carefully to help us decide how to allocate and spend the Catch-Up Premium. We have also used the government recommended 'Covid-19 Support Guide for Schools', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils. The following actions have been planned in order to fill gaps in learning and address regression:

| Academic year 2020 - 21 | | | |
|-------------------------|--|--|-------|
| Year Groups: | Action | Intended Impact | Cost |
| Incoming Year 6 | <ul style="list-style-type: none">• Schedule 'Summer school' Monday – Friday mornings to focus on key areas of learning – as identified from baseline assessments. | <ul style="list-style-type: none">• Targeted pupils in year 5 will catch up rapidly in key areas of learning and will be on track to begin learning the year 6 curriculum when school reopens in September 2020. | £6000 |
| Years 1 to 6 | <ul style="list-style-type: none">• Provide study packs for all pupils for daily (home) study over the Summer holiday period July – August 2020. | <ul style="list-style-type: none">• Gaps in learning will be addressed quickly; pupils will begin to be in a position to start learning their age-appropriate curriculum when school reopens in September 2020 | £1200 |

| Academic year 2021 - 22 | | | |
|-------------------------|---|---|--------------------------|
| Year Groups: | Action | Intended Impact | Cost |
| Years 1 to 6 | <ul style="list-style-type: none"> Schedule staff to deliver after-school interventions Monday – Thursday to focus on key areas of learning – as identified from baseline assessments. | <ul style="list-style-type: none"> Gaps in learning will be addressed quickly; pupils will begin to achieve age-related expectations as soon as possible | £5000 per term = £15,000 |
| Years 1 to 6 | <ul style="list-style-type: none"> Purchase study materials to support the delivery of interventions after-school (Monday – Thursday) and Friday afternoons | <ul style="list-style-type: none"> Targeted pupils in all year groups will catch up rapidly in key areas of learning and will be on track to meet their learning targets based on their different starting points | £3,000 |
| Current Year 5 | <ul style="list-style-type: none"> At the end of the academic year 2020-21, schedule 'Summer school' Monday – Friday mornings to focus on key areas of learning – as identified from baseline assessments. | <ul style="list-style-type: none"> Targeted pupils in year 5 will catch up rapidly in key areas of learning and will be on track to begin learning the year 6 curriculum when school reopens in September 2021. | £6000 |
| Years 1 to 6 | <ul style="list-style-type: none"> Provide study packs for all pupils for daily (home) study over the Summer holiday period July – August 2021. | <ul style="list-style-type: none"> Gaps in learning will be addressed quickly; pupils will begin to be in a position to start learning their age-appropriate curriculum when school reopens in September 2021 | £1200 |
| All | <ul style="list-style-type: none"> Purchase one year's subscription to IDL Literacy and Numeracy, for use by low-attaining pupils. | <ul style="list-style-type: none"> There is an increase in pupils' reading and spelling ages along with an increase in confidence and self-esteem for those pupils with dyslexia or dyslexic type difficulties. Pupils' confidence in maths increases. Pupils' gaps in attainment in reading, spelling and maths diminish. | £700 |
| All | <ul style="list-style-type: none"> Purchase one year's subscription to Oxford Owls so that all pupils can access home-reading books electronically. | <ul style="list-style-type: none"> Pupils continue to engage in reading whilst at home so that their reading stamina is maintained / strengthened and they do not fall behind. | £500 |