



EWPS COVID PREMIUM REPORT - 2020/21



Context of Ellen Wilkinson Primary School

Ellen Wilkinson is a mixed primary school serving pupils from 3-11years. There are approximately 480 pupils on roll made up of over 90% ethnic minority pupils with a wide range of heritages and 47 different languages spoken. There are currently 12% of pupils with SEN and 70% EAL. In our last Ofsted in June 2019 we continued to be GOOD, it was however stated that "...the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection."

Principles & Strategy Statement

Covid-19 'Catch up'

In June, a £1 billion fund for education was announced by the government. Further guidance has since been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>), showing that the money is split between a catch-up premium and a national tutoring scheme. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Ellen Wilkinson will be in receipt of £32,240. The spending of this money will be down to schools to allocate as they see best. In order to make the best use of the funding, we have used the recommendations outlined in the Education Endowment Foundation's support guide for schools, which contains evidence-based approaches to catch up for all students. It is important to point out that our approach will align with Pupil Premium spending and the priorities set out in our school development plan.

The broad aims of the 'catch-up' curriculum at Ellen Wilkinson:

- Ensure that attainment outcomes at the end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. For example, if a pupil was working at age related expectations in a subject area in March, they will be working at least to age related expectations in that subject by the end of the year.
- Ensure that by the end of the 2021-22 academic year, attainment outcomes for all year groups continue to be at least in line with those at the end of the 2019-20 year.
- Continue to work to reduce the attainment gap between our disadvantaged pupils and their peers, particularly as, "Children from disadvantaged backgrounds are likely to have been more affected. The consequences of the pandemic will be far reaching—for all children, but particularly for those from socially disadvantaged families. There have been wide disparities in engagement."
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school through a multi-agency approach.

Core approaches that we will implement:

For all pupils at Ellen Wilkinson:

- **Teaching**

‘Great teaching is the most important lever schools have to improve outcomes for their pupils’ (EEF). This will include ensuring that teachers, particularly our early career teachers, are supported and prepared for the new academic year through continued professional development and planning support with senior and middle leaders.

- **Focus on consolidation of basic skills**

The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. A bridging curriculum will be in place for the first two quarters so that any core learning that has been lost can be repeated and reinforced.

- **Additional lesson time on core teaching**

English and Maths will require increased teaching time in order to cover missed learning – particularly in the Autumn term. To ensure we keep a broad and balanced curriculum, we will return to our full curriculum coverage by Quarter 3/4.

- **Particular focus on Reading (including Early Reading and Phonics) and Writing**

Reading, particularly Early reading and phonics will have a continued focus. Writing is becoming increasingly the focus as children return to onsite provision. This covers stamina for writing as well as quality.

- **Pupil assessment and feedback to identify gaps in learning**

Teachers will work to identify what the gaps in learning are and this will be used to determine how they adapt their teaching and support pupils. Standardised assessments will be used in Maths and English, again to identify which pupils will benefit from additional support.

- **Additional time spent on mental health, wellbeing and social skills**

This will be at the centre of all catch up work as many children will have not been in the formal school setting for a number of months and the pandemic. Also, an increased pupil wellbeing focus (through PSHE, Art and PE) particularly in Autumn term, will help pupils explore and not ignore their experiences of Covid-19.

For some pupils at Ellen Wilkinson:

- **Additional targeted learning time**

Targeted learning time (TLT) is where teachers are released for an additional hour per week to support pupils progress. Additional TLT will be given to support individuals and small groups of pupils identified as needing further support to close gaps in their learning due to Covid-19.

- **Individual and small group tuition**

Using the national programme a target group of disadvantaged pupils are receiving additional tuition both in and beyond the school day.

COVID-19 catch-up premium spending: summary

1. Summary Information					
School			Ellen Wilkinson Primary School		
Total number of pupils	480	Total CP budget	£32, 240 (£31,727 spent in costings below)	Amount of catch-up premium received per pupil	£179

At Ellen Wilkinson this money will be used in order to:

- To pay for a further member of teaching staff who will cover additional targeted learning time (TLT) - with children who are identified as needing additional support due to the negative impact of the Covid-19 pandemic on their attainment.
- Pay the top up fee to access the subsidised National Tutoring Programme (NTP) for disadvantaged pupils who are identified as needing 'catch up' in their learning.
- Purchase Curriculum resources and materials to support pupils identified as needing 'catch up' in their learning.

2. Barriers to future attainment	
Academic barriers	
A	Gaps in learning due to the Covid-19 pandemic in relation to children meeting their age related expectations in Reading, Writing and Maths.
B	School's digital education platform to support remote learning
External barriers	
C	Levels of punctuality and attendance
D	Pupil well-being
E	Parental Involvement
F	Access to technology (addressed by loan of school equipment and DFE provided devices)

3. Planned Expenditure					
Academic Year		2020-21			
i. Teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
A strong remote learning offer is in	●Google Educations is introduced as our digital	Remote learning needed Researched different	On-going sharing of good practice Monitoring	SW, IT Manager & SLT	Ongoing

place.	learning platform to facilitate online learning. ●Additional devices purchased for staff & pupils ●INSET day - whole day training for teachers on Google classroom. ●Half day INSET on use of google for admin staff ●Series of PDM's on use of google classroom for support staff ●PDM's on effective use of Zoom	platforms and looked at best practice in other schools	Surveys with all stakeholders Review PDM's to share best practice, address any queries & introduce new pedagogy		
Pupil feedback and assessment allows teachers to identify gaps in learning and pupils requiring additional or specific support.	●Standardised assessments in English and Maths - NFER ●Pupil progress meetings	"Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support" (EEF - Covid-19 Support guide for schools).	On-going sharing of good practice Pupil conferencing Outcomes from RAG rated action plans and pupil progress discussions TLT books	SLT	Ongoing
Cost breakdown				Total budgeted cost	£38,831
NFER tests £4,131 , CPD £300 (school funded), release for computing lead £400 (school funded) additional devices £34,000 (school funded)				Covid Prem Contribution	£4,131
				Sch. Budget Contribution	£34,700
ii. Targeted support					
Desired Outcome	Chosen action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation

Ensure that attainment outcomes at the end of 2020-21 for all year groups in Maths and English will be at least in line with those at the point of lockdown in March.	<ul style="list-style-type: none"> ●Extended Targeted Learning Time (TLT). TLT is where teachers are released for an additional hour per week to support pupils' progress. ●Pupil progress meetings ●Bridging curriculum ●Maths in a flash ●Additional Lexia licenses for COVID target group (additional 20 minutes time in school every day) 	EEF case studies into effective feedback contributing significantly to pupil progress. Used as case study for London Schools for Success.	On-going sharing of good practice Pupil conferencing Outcomes from RAG rated action plans and pupil progress discussions TLT books Review of pupil data and progress (including Lexia)	SLT AH,NY, CB,LF,ZK	Ongoing
Variation in attainment between disadvantaged and non-disadvantaged pupils is reduced.	National Tutoring Programme - with Teaching Personnel as the chosen tutoring partner. Pupils will receive either 1:1 or 1:3 tuition in English.	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy (EEF - Covid-19 Support guide for schools).	Ongoing assessment and progress towards targets set Pupil outcomes Pupil feedback	MF SLT	Review at end of first tranche (14/06/21) If it has had impact will arrange for a second tranche
Cost Breakdown Additional teacher to support TLT release £24,736 , National Tutoring programme £1400 - £2,800 (dependent on number of rounds) core subject release for bridging curriculum £1000, additional Maths in a flash licenses £60				Total budgeted cost	£28,596
				Covid Prem Contribution	£27,596
				Sch. Budget Contribution	£1,000

4. Additional Information

- Remote learning review with parents & staff have helped shape & evaluate impact of provision (see results)
- see FFT tracker for pupil progress
- attendance has maintained above local and national for the majority of the year including when working remotely.
- During lockdown in January had over 100 children accessing on site provision
- Reviewed provision and discussed best practice with SIA termly
- Shared best practice with other local schools

