

EC St George's CE Primary school – Pupil Premium Strategy:  
Three Year Cycle 2019-2022

A. Summary information					
Academic Year	2020-2021	Pupil Premium Grant Allocation	£89,680	Date of most recent PP Review	Sept 2020
Total number of pupils	212	Number of pupils eligible for PP	56 (26%)	Date for next internal review of this strategy	Sept 2021

B. Current attainment - end of key stage 2 – July 2020		
As part of steps taken to fight the spread of coronavirus (Covid-19), the Government announced that all exams due to take place in schools and colleges in England in Summer 2020 were cancelled. Under these circumstances, and in line with 2020 government accountability policies, there is no formal data to be published for 2020. <b>THE BELOW DATA FOR 2019/20 IS TAKEN FROM INTERNAL DATA.</b>	<i>Pupils eligible for PP at end of Year 6</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths 2019-2020	<b>44%</b>	<b>68%</b>
% achieving expected standard or above in reading 2019-2020	<b>78%</b>	<b>90%</b>
% achieving expected standard or above in writing 2019-2020	<b>56%</b>	<b>74%</b>
% achieving expected standard or above in mathematics 2019-2020	<b>89%</b>	<b>84%</b>
% achieving expected standard or above in reading, writing and maths 2018-2019	64%	<b>71% (65%)</b>
% achieving expected standard or above in reading 2018-2019	78%	<b>71% (73%)</b>
% achieving expected standard or above in writing 2018-2019	64%	<b>71% (78%)</b>

% achieving expected standard or above in mathematics 2018-2019	64%	<b>88% (79%)</b>
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### C. Barriers to future attainment for pupils eligible for Pupil Premium

#### Academic Barriers

<b>A.</b>	EY children enter school below age related expectations, particularly in the areas of communication and language and personal, social and emotional. Fine motor skills are weak and this impacts pencil control for recording.
<b>B.</b>	Poor development of phonics skills has meant the school have been below National data for the previous three years. <i>Impact of a systematic phonics programme is beginning to positively impact quality first teaching in this area.</i>
<b>C.</b>	Poor vocabulary hinders both reading and writing across most year groups. <i>Strategies developed within school over the last academic year are beginning to impact this area.</i>
<b>D.</b>	A lack of independence and resilience in learning impacts pupils applying skills effectively through learning opportunities with a greater level of challenge, particularly in KS2.
<b>E.</b>	Writing lacks cohesion which impacts pupils writing at age related expectations. Spelling is also underdeveloped within writing in all year groups.
<b>F.</b>	Whilst pupils develop reading skills, they do not have a love of reading which permeates and supports wider, richer reading experiences.
<b>G.</b>	Schools were closed from March 2019-July 2020 for the majority of pupils due to the Covid-19 pandemic. Return to school data in September 2020 shows this has had a significant impact on the percentage of pupils working at age related expectations.

#### Additional barriers *(issues which also require action outside school, such as low attendance rates)*

<b>H.</b>	Whilst there has been significant impact in the area of persistent absence (below 90%) and low attendance (below 96%) to maintain this impact requires a high level of intervention by school. Pupils arriving late to school means that there is lost learning, for some pupils this is a daily occurrence and means they are missing key learning opportunities.
<b>I.</b>	Emotional resilience – mental health and emotional wellbeing is a barrier for a high percentage of pupils. This is even more significant following school closure due to the Covid-19 pandemic. Attitude to learning for a significant proportion of pupils is impacted frequently by external factors from home and this can impact progress and attainment.
<b>J.</b>	High levels of mobility in and out of school across year groups impacts stability within the classroom and additional strategies such as interventions.
<b>K.</b>	Limited experiences outside of school means that there is a wide gap between pupil premium pupils and their peers ability to draw on life experiences within learning opportunities.

#### D. Aims

	<i>Desired outcomes</i>	<i>Success criteria</i>
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1.	Pupils rapidly close the gap towards age related expectations with an increase in the percentage of pupil premium pupils achieving age related expectations in reading, writing and mathematics across all year groups.	<ul style="list-style-type: none"> <li>• Quality first teaching used to deliver 'prioritised learning' content to all pupils across all year groups.</li> <li>• Target Tracker (electronic assessment system used in school) shows an increase in percentage of PP pupils closing the gap to achieving ARE/achieving ARE across the whole school and within year groups.</li> <li>• National Assessment points evidence the percentage gap closing between PP pupils and their peers.</li> <li>• Interventions in place to support increased progress specifically target PP pupils in the first instance with start and end data for interventions showing increased impact.</li> </ul>
2.	Improved vocabulary skills impact English progress and attainment. Pupils are able to write clearly and with purpose using cohesive devices thereby impacting the percentage of pupils achieving Age Related Expectations.	<ul style="list-style-type: none"> <li>• Pupils evidence a 'richer' vocabulary which increases through year groups.</li> <li>• Higher level vocabulary evident during learning walks on working wall/through pupil voice/in books.</li> <li>• Percentage of PP pupils achieving ARE/closing the gap to ARE increases in writing in all year groups and C&amp;L in EY.</li> <li>• Pupils are motivated to write for a purpose using a range of cohesive devices to engage the reader – increase in percentage of pupils achieving ARE in line with National in key year groups and closing the gap towards national in all other year groups.</li> </ul>
3.	Pupils develop effective phonetic knowledge which supports the early development of key reading skills such as decoding.	<ul style="list-style-type: none"> <li>• Reading lead effectively tracks pupils half termly with pupils moving rapidly through the phonics programme.</li> <li>• Percentage of pupils achieving ARE in phonics screening is at least in line with National for year 1 and 2.</li> <li>• Children progress through the expected reading bands for their year group/RWI band.</li> <li>• By the end of KS1 pupils are confident at decoding through the application of phonic skills.</li> </ul>
4.	Increased independence, resilience and emotional wellbeing enables children to successfully engage in learning within the classroom.	<ul style="list-style-type: none"> <li>• ECSTG curriculum is 'fit for purpose' in meeting the mental health and emotional wellbeing needs of pupils.</li> <li>• Mental health and wellbeing of pupils effectively supported through teaching assistant support within 'bubbles'. Evidenced through pupil engagement within the classroom and peer to peer relationships.</li> <li>• Fewer incidents recorded of lost learning (through C poms).</li> </ul>

		<ul style="list-style-type: none"> <li>• Low level behaviour decreases during learning tasks, evident through drop ins/observations.</li> <li>• High level incidents related to emotional wellbeing decrease (specific children) evidenced through C poms.</li> <li>• Pupils can voice reasons for learning and understand how current learning opportunities link within a unit of work.</li> <li>• Pupils confidently share with parents/carers during open afternoons the learning that has taken place. (following Covid-19 restrictions).</li> </ul>
5.	Attendance is in line with National expectations with a decrease in lateness.	<ul style="list-style-type: none"> <li>• Robust systems in place for monitoring attendance with specific analysis of PP pupils.</li> <li>• Persistent absence remains below National.</li> <li>• Whole school attendance in line with National (96%) with specific analysis of PP.</li> <li>• Decrease in the number of 'lates' impacting learning time.</li> </ul>
6.	ECSTG has a fully comprehensive curriculum which offers richness of experience and develops knowledge and skills which utilises the locality of Shaw.	<ul style="list-style-type: none"> <li>• Fully comprehensive curriculum in place which interweaves across subjects.</li> <li>• Pupil voice/topic books/drop in observations evidence increased knowledge and skills for pupils which builds year on year.</li> </ul>

E. Strategies 2020-2021				
Area of Focus (Aim)	Strategies for Academic Year	Rationale/Research Base	Review Targets/Dates	Projected Spend
<p><b>1</b></p> <p>Pupils rapidly close the gap towards age related expectations with an increase in the percentage of pupil premium pupils achieving age related expectations in reading, writing and mathematics across all year groups.</p>	<p><b>Universal Offer:</b></p> <p>Develop quality first teaching across the school through:</p> <ul style="list-style-type: none"> <li>• CPD – staff meetings, twilight and full day training.</li> <li>• Ongoing QFT development in Mastery maths/fluency delivery/reading strategy from subject leads – use of team teaching.</li> </ul>	<p>Assessment data from previous years shows limited progress and attainment. Pupils have not maintained attainment data from National assessment points (Rec-Yr2-Yr6) and the closure of schools from March to July due to Covid-19 consolidated this further.</p> <p>The quality of teaching has rapidly improved in school with inadequate teaching being eradicated and an increase in consistency with the majority of teachers teaching 'good' lessons. The majority of books evidence a strong learning journey and rapid progress. However,</p>	<p>Termly Data Drop and Pupil Progress meetings with senior leader:</p> <p>December 2020 April 2021 July 2021</p> <p>Formal assessment data: November 2020 June/July 2021</p>	

	<ul style="list-style-type: none"> <li>• Intensive support for three NQTs from senior leadership.</li> <li>• English lead support for planning/team teaching.</li> <li>• Adaptation of writing strategy to allow for 50/50 balance between reading and writing.</li> <li>• Develop middle leader ability to lead subject and support teachers – senior leaders to ‘mentor’ subject leads.</li> <li>• EY lead development through external provider.</li> </ul> <p>Implement ‘Prioritised Learning’ Content:</p> <ul style="list-style-type: none"> <li>• English and maths ‘prioritised Learning content documentation shared with staff – clear break down of priorities within teaching for each half term.</li> <li>• Ongoing assessments specifically related to content covered to ensure pupils ‘close the learning gap’.</li> </ul> <p><b>Enhanced/Selective Offer:</b></p> <p>Develop maths and English subject knowledge of Teaching Assistants supporting pupils to enable them to confidently intervene and meet pupil needs within the classroom.</p> <ul style="list-style-type: none"> <li>• Teaching Assistant support within class to focus on pupil premium pupils in addition to those with SEND.</li> </ul>	<p>there are now three newly qualified teachers and some others have moved year groups.</p> <p>Not all teachers effectively use data to support them in ‘finding the gaps’ and addressing through quality first teaching.</p> <p>Mastery Maths through the ‘Maths No Problem’ scheme is taught from year 1-year 5 with EY and year 6 using mastery approaches. School have ensured there is a senior leader to drive the subject forward with a clear purpose. Pupils lack quick recall of fluency facts and their arithmetic ability impacts their ability to swiftly apply understanding and solve mathematical problems.</p> <p>In English, the school has strong subject leadership with a clear structure for the teaching of reading and writing. The writing process has been adapted to ensure staff are able to offer a greater emphasis on pupil writing. This year, it is important for teachers to embed their understanding of these systems and effectively deliver consistent quality first teaching, quickly recognising gaps in learning and addressing these.</p> <p>Teaching Assistants lack subject knowledge to be able to support pupils addressing gaps in learning within the classroom.</p>		<p style="text-align: right;"><b>£23,715</b></p>
<p><b>2</b> Improved vocabulary skills impact English progress and attainment. Pupils are able to write clearly and with purpose</p>	<p><b>Universal Offer:</b></p> <p>CPD – staff meetings, twilight and full day training.</p> <ul style="list-style-type: none"> <li>• Looking at gaps in data and using as an AFL tool to inform teaching.</li> </ul>	<p>Around half of pupils enter school in Reception with communication and language skills below the expected level for their age.</p> <p>Vocabulary development in Reception is strong. Observations have shown the teacher to rapidly increase pupil’s vocabulary. This is also the case in year 5 and 6. However, in other year groups, teachers have not strived to develop a higher level of</p>	<p>Termly Data Drop and Pupil Progress meetings with senior leader:</p> <p>December 2020 April 2021 July 2021</p>	

<p>using cohesive devices thereby impacting the percentage of pupils achieving Age Related Expectations.</p>	<ul style="list-style-type: none"> <li>• Writing journey</li> <li>• English lead support for planning/team teaching.</li> <li>• Prioritised Learning Content.</li> <li>• Peer writing moderation.</li> </ul> <p>Adaptation of writing strategy to allow for 50/50 balance between reading and writing.</p> <ul style="list-style-type: none"> <li>• Support for NQTs and others as required – developing progress within the writing journey.</li> <li>• Senior Leader develop half termly documents to support Prioritised Learning content.</li> </ul> <p>School to work towards Communication Friendly status over a two year period.</p> <ul style="list-style-type: none"> <li>• Final TA to complete Eklan training.</li> <li>• Lead practitioner to deliver CPD through staff meetings.</li> </ul> <p>Specific focus during moderation meetings on cohesive devices.</p> <p>½ termly extended write within another subject area other than English eg history.</p> <p>One reading session a week to focus specifically on vocabulary development with whole class reading sessions.</p> <p><b>Enhanced/Selective Offer:</b></p> <p>1:1 reading intervention to close the gap towards ARE</p> <ul style="list-style-type: none"> <li>• RWI in Reception/Year 1</li> <li>• Scholastic Comprehension in other year groups.</li> </ul>	<p>vocabulary accepting simple vocabulary from children and not scaffolding this to enrich and develop pupil skills in this area. This has impacted attainment and progress.</p> <p>The writing journey within some books does not build on prior knowledge which rapidly impacts progress over time.</p> <p>Below age related reading age impacts vocabulary and cohesion within writing.</p>	<p>Formal assessment data: November 2020 June/July 2021</p>	<p style="text-align: right;"><b>£20,550</b></p>
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<p><b>3</b> Pupils develop effective phonetic knowledge which supports the early development of key reading skills such as decoding.</p>	<p><b>Universal Offer:</b></p> <p>RWI Lead Teacher in place</p> <ul style="list-style-type: none"> <li>intensive support from RWI consultant – one day a term.</li> <li>Half termly analysis of phonic data.</li> <li>Tracking data for RWI to ensure effective grouping of pupils.</li> <li>RWI lead to support and monitor practise.</li> </ul> <p><b>Enhanced/Selective Offer:</b></p> <p>1:1 RWI intervention with teaching assistant.</p>	<p>Phonics data has been below National for the past three years. Despite delivering a phonics programme within school this has not been robust in delivery and management.</p> <p>Staff within EY and year 1 have accessed 'Read, Write, Inc' training through the LA. The year 1 teacher is an NQT and new to school.</p> <p>Prior to 2019 the 'Reading Lead' for RWI did not maintain robust monitoring of progress of pupils. This has been addressed and the new reading lead is a senior leader within school who is closely monitoring data related to phonics every half term.</p>	<p>Termly meeting with consultant to monitor delivery of RWI programme.</p> <p>Half termly phonics assessments – use information to amend groupings as necessary.</p> <p>One session a week for RWI lead to monitor phonics delivery.</p>	<p style="text-align: right;"><b>£15,730</b></p>
<p><b>4</b> Increased independence, resilience and emotional wellbeing enables children to successfully engage in learning within the classroom.</p>	<p><b>Universal Offer:</b></p> <p>Emotional Wellbeing 'champion' to be in place.</p> <ul style="list-style-type: none"> <li>Access government training and any additional training offered through the LA/Diocese.</li> <li>Research metacognition and the 'Learning Pit' EEF to develop a whole school approach to raising pupil resilience.</li> <li>Develop the quality of behaviour management within class for low level behaviours which impact learning.</li> <li>Opportunities which develop positive wellbeing -yoga/pupil leadership roles eg school council/eco-team/sports leaders/fundraising opportunities /community champions to be reimplemented asap following Covid-19.</li> <li>Development of a curriculum which meets the emotional needs of pupils in school as well as their academic needs (see aim 6).</li> </ul> <p><b>Enhanced/Selective Offer:</b></p> <ul style="list-style-type: none"> <li>Training for Teaching Assistants in supporting pupils without inhibiting independence.</li> <li>The use of Teaching Assistants as 1:1 support to be minimal with pupils</li> </ul>	<p>Observations have shown behaviour in school to be good, however, children can be passive within learning.</p> <p>A significant number of pupils have SEMH needs which impacts self, their class and the wider school.</p> <p>There are a number of pupils who have low levels of emotional wellbeing which impacts their ability to engage positively within learning opportunities around school.</p> <p>Pupils supported by Teaching Assistants can be over reliant on their support and so learning can therefore be over scaffolded limiting independent progress.</p> <p>Whilst as a school we have sought to develop experience days to engage pupils in learning this needs to be threaded through the curriculum to offer learning experiences which develop resilience and emotional wellbeing.</p> <p>The school is currently developing the whole school curriculum to ensure it meets the holistic needs of pupils at ECSTG.</p>	<p>Emotional wellbeing lead in place September 2020.</p> <p>Emotional wellbeing training accessed October 2020.</p> <p>Termly analysis of pupil well being through pupil voice.</p> <p>Amended whole school curriculum in place by September 2021.</p>	

	<p>being supported in small groups where possible.</p> <ul style="list-style-type: none"> <li>• Forest School training for two teaching assistants followed by using forest school to engage pupils in learning.</li> <li>• SEMH support 1:1 and small groups within bubbles. Targeted pupil support at key points through the school day for pupils with challenging behaviour which impacts learning/pupils with anxiety/low mood.</li> </ul>			£10,240
<p><b>5</b> Attendance is in line with National expectations with a decrease in lateness.</p>	<p><b>Universal Offer:</b></p> <ul style="list-style-type: none"> <li>• Attendance lead with robust systems in place which continue to increase whole school attendance.</li> <li>• ½ day a half term EWO support.</li> </ul> <p><b>Enhanced/Selective Offer:</b></p> <ul style="list-style-type: none"> <li>• Pupils whose attendance falls below 93% to be targeted through persistent absence in school support mechanisms.</li> <li>• Attendance lead to monitor lateness – targeting specific families for support.</li> </ul>	<p>Whilst attendance has improved due to the robust systems which are in place, this is still just reaching National.</p> <p>There are a significant number of pupils who are late for school frequently. This impacts learning taking place during the morning – particularly phonics in EY/Yr1.</p> <p>Late arrival of pupils impacts the flow of learning within classrooms and their own ability to settle positively to their learning.</p> <p>There are a number of pupils who remain persistently absent. This is in line with National but continued support and robust monitoring is required to ensure this does not increase.</p>	Termly report to Governors.	£4,686
<p><b>6</b> ECSTG has a fully comprehensive curriculum which offers richness of experience and develops knowledge and skills which utilises the locality of Shaw.</p>	<p><b>Universal Offer:</b></p> <ul style="list-style-type: none"> <li>• Development of humanities/art and DT 'short term plans' for each topic unit across the curriculum.</li> <li>• Cross curricular subject links where possible.</li> <li>• Curriculum topic plans to link with assessment (Target Tracker) statements for all subjects.</li> <li>• Purchase of resource boxes to enhance the curriculum experience for pupils.</li> <li>• Experience days to offer pupils a wider variety of experiences and enhance the curriculum.</li> </ul>	<p>The development of ECSTG curriculum began at the start of the 2019/20 academic year and a vast amount of progress was made particularly during the closure of schools for Covid-19.</p> <p>School now have a long term curriculum in place which is driven through a humanities key driver and an art or DT secondary driver. Other subjects are taught in isolation, some being delivered through purchased schemes eg PE/MFL/PSHE/Computing.</p> <p>Subject Rationales/key threads/key concepts and progression within key concepts are also in place.</p> <p>Having three NQTs in school means there are limited number of staff who can lead subjects effectively.</p>	Termly – SIP visits verify progress of curriculum development.	

	<ul style="list-style-type: none"> <li>• School wide system for tracking progress over time within subjects at year group and whole school level.</li> <li>• Development of subject leadership through middle leaders/subject teams.</li> </ul>			<b>£15,079</b>
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<b>OVERALL TOTAL BUDGET</b>	<b>£90,000</b>
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<b>6F. Evaluation of Impact of Pupil Premium Strategies 2019/20</b>		
<b>As a result of the Covid-19 pandemic, strategies to support those eligible for pupil premium were adapted to the changing needs presented throughout the ever changing circumstances.</b>		
<b>Strategy</b>	<b>Evaluation</b>	<b>Learning/Embedding</b>
<p>1. An increase in the percentage of pupil premium pupils achieving age related expectations in reading, writing and mathematics across all year groups.</p>	<p>Data included in section B of this document is taken from in school data. No formal assessments took place Nationally in 2019/20 due to the Covid-19 pandemic.</p> <p>Books from the first half of the school year and in school data evidenced the continuation of the improving picture in mathematics and reading with writing still being below National.</p>	<p>Reading and Mathematics structures are evidencing impact – it will be important to maintain robust monitoring to ensure this continues, particularly in light of Covid-19 where pupils will have a larger element of learning to cover due to missed learning in 2019/20 whilst schools were closed.</p> <p>Next academic year there will be three NQTs at ECSTG and all will require intense support to enable them to follow in school structures.</p>
<p>2. Improved vocabulary skills impacts English progress and attainment. Pupils are able to write clearly and with purpose using cohesive devices thereby impacting the percentage of</p>	<p>Whilst reading data is improving, writing data remains below National and the majority of books evidence of lack of rapid progress over time.</p> <p>Support to develop teaching is evidencing impact through observations with the majority of lessons observed meeting the teaching standards.</p> <p>‘Circle’ planning is used by teachers to inform the learning journey. However, some year group writing books evidence a lack of consistency in progress across a unit of work with pupils working their way through ‘tasks’ which do not lead to sustained improvement in writing over time.</p>	<p>The writing lead will need to look at the balance of reading and writing within English to ensure that this effectively meets the needs of pupils. There is currently an 80/20 split with greater emphasis on gathering content through reading. This will need to be adapted next year to ensure impact on writing. Further support for teachers will need to take place to ensure they have a strong understanding of the writing journey and how their planning and teaching impacts rapid progress over time. The addition of missed learning from 2019/20 will negatively impact this further and teachers will need support in how</p>

<p>pupils achieving ARE.</p>		<p>to rapidly close the gaps through prioritised learning to ensure pupils progress quickly to age related expectations.</p>
<p>3. Pupils develop effective phonetic knowledge which supports the early development of key reading skills such as decoding.</p>	<p>All staff delivering phonics in 2019/20 have been trained in the 'Read, Write, Inc' programme. However, in the next academic year there will be changes of teaching staff within KS1 with an NQT joining the team and the Deputy head who has not taught the programme previously.</p> <p>Lesson observations have shown an increasing percentage of phonics teaching to be following the programme effectively with particular strength from one of the teaching assistants in the team.</p> <p>Home/School phonics reading books have been purchased but the closure of school due to Covid-19 meant that they were not utilised within the home reading system.</p> <p>The majority of pupil are making progress through the Read, Write, Inc scheme.</p>	<p>It will be important to maintain the robust monitoring through the reading lead to ensure pupils are making progress in line with expectations and/or closing the gap towards age related expectations where they are 'off track'.</p> <p>Releasing the reading lead to carry out weekly support sessions will be difficult due to cross over of bubbles and limitations in the number of staff during the continued challenges of Covid-19. Therefore, it will be important for the reading lead to speak with staff leading phonics groups frequently at the start/end of the school day and to thoroughly analyse the phonics data following each assessment point. Supportive observations will take place from the doorway to ensure 'good practice' continues.</p>
<p>4. Increased independence, resilience and emotional wellbeing enables children to successfully engage in learning within the classroom.</p>	<p>Initial work has begun on developing a curriculum which meets the emotional wellbeing needs of pupils across the school.</p> <p>Staff booked to attend Forest school training have been unable to access this training due to the limitations of Covid-19. Therefore, school will seek to access this training as soon as possible.</p>	<p>The government have implemented a new strategy around emotional wellbeing in response to the Covid-19 pandemic. This will be implemented in the academic year 2020/21.</p> <p>The Forest school area will be utilised by staff pre training to offer outdoor experiences for pupils in year 1 who have missed half of their reception year and are likely to require opportunities for continuous provision.</p>
<p>5. Attendance is in line with National expectations with a decrease in lateness.</p>	<p>The Attendance lead in school made significant progress in the first half of the academic year with a decrease in persistent absence in line with National and whole school attendance broadly in line with National data.</p>	<p>The impact of Covid-19 has meant an increase in the number of pupils absent from school for significant periods of time. Whilst those isolating are not counted in the whole school data for National monitoring purposes, this still requires a significant amount of work from office staff and the attendance lead to monitor. A minority of pupils are failing to attend school due to parental concerns around Covid-19. This requires intensive support from the school office and attendance lead to manage and support.</p>

<p>6. Pupils experience a wide range of activities and visits which widen their life experiences and impact progress and attainment.</p>	<p>Limitations of 'bubbles' and the closure of school due to Covid-19 has had a significant impact on the wider opportunities that we have been able to offer to our pupils. Additional funds were put towards creating 'Bubble equipment chests' for both in and outdoor learning opportunities.</p>	<p>As the Covid-19 pandemic continues, school will be looking at how we can enrich pupil experiences within the class bubbles. Staggered start and end of the day times along with shortened lunch breaks and staff remaining with their bubble at break times mean teachers have a greater amount of time in contact with pupils. Extra curricular clubs are therefore, not feasible at the present time. The school is in an area of the UK which continues to experience high numbers of Covid-19 cases and so to minimise risk are not taking pupils outside of school for educational visits. Alternatives are being sought such as a live on line Christmas pantomime in replacement of the usual in school production. Music lessons are continuing in smaller groups following the 'bubbles' set within school.</p>
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## 7. ADDITIONAL INFORMATION: Catch Up Funding

Our students have experienced unprecedented disruption to their education as a result of coronavirus (Covid-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. In response to the pandemic, all schools in England will receive £80 per pupil to help alleviate the impact of lost teaching time and the Education Endowment Foundation (EEF) has made recommendations, based on evidence-based research, on how this money should be spent. These recommendations include:

- Small group one to one tuition
- Summer programmes to help re-engage pupils or extra teaching capacity from September 2020
- Supporting effective remote learning through digital learning technologies

However, schools have the flexibility to spend their funding in the best way for their cohort and circumstances. At EC St George's CE Primary we believe that every child's needs can be met through our universal, selective and targeted offers, and we intend to apply the funding to strengthen this provision to ensure that no vulnerable child remains vulnerable for life.

The scale of our response matches the scale of the challenge that lies ahead:

### Universal – all students will benefit from:

- Quality first teaching underpinned by effective CPD at relevant stages of the teacher's career
- Planned, resourced, progressive and challenging curriculum underpinned by consistent pedagogy informed by principles of metacognition, closing the vocabulary gap, precision teaching
- Development of prioritised learning content to enable pupils to close the gap of 'missed learning' from school closure
- CPD (2020-2021) Writing process and journey, communication and language development – Elklan/Communication Friendly status, mastery maths, Prioritised learning content, pastoral support – emotional wellbeing of pupils following the government wellbeing CPD, on line learning related to home learning for pupils isolating due to Covid - 19
- Assessment support – aligning prioritised content with our school assessment tracking system (Target Tracker) supporting teaching staff in making assessment judgements utilising the prioritised learning content as the core elements of age related expectations.

### Enhanced/Selective – identified disadvantaged students will benefit from:

- One to one / small group tuition using teaching assistants, higher level teaching assistants and pastoral mentors.