Catch-Up Premium Plan Oct 2020

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| Summary information  |  |  |  |  |  |
| Academic Year  | 2020-21  | Total Catch-Up Premium  | £30,720 | Number of school pupils  | 414 |  |  |

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| Guidance  |
| What catch-up funding is for? The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. Moor Park Primary School will make every effort to support disadvantaged pupils with their learning. For the purposes of this plan, the term disadvantaged goes beyond the Government’s definition of those eligible for Free School Meals or Pupil Premium and includes those who may struggle to access remote education whilst not attending school (i.e. pupils facing difficult circumstances in the home environment of those with limited or no access to technology at home) or those parents who are ‘just about managing’ either financially or personally.  The school allocation is calculated on a per pupil basis; mainstream schools will get £80 for each pupil in from reception to year 11 inclusive. Schools will get funding in 3 tranches: Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in Autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. Summer 2021 term - a further £33.33 per pupil or £100 per place.  Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise schools’ approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.  The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21 (based on EEF recommendations). Policy links: Pupil Premium Spending Plan 2020-21 Remote (Virtual) Learning Policy & Guidance    Update: Dec 2020 – some planned activities did not happen due to covid events beyond our control (staff illness, closure of school) and are planned to start JanJan 2020 – School closure means planned activities will happen when school reopens |
| Use of Funds  | EEF Recommendations  |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year.](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.    | The EEF advises the following support strategies: Teaching (50%)High quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development  Targeted academic support (25%)High-quality one to one and small group tuition Teaching Assistants and targeted support Academic tutoring Planning for pupils with Special Educational Needs and Disabilities (SEND)  Wider strategies (25%) Supporting pupils’ social, emotional and behavioural needs Planning carefully for adopting a SEL curriculum Communicating with and supporting parents Supporting parents with pupils of different ages Successful implementation in challenging times  |

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| Identified impact of lockdown  |
| Maths  | Specific content from the previous year has been missed, leading to gaps in learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Recall of basic skills hasn’t suffered as much as reasoning – children are able to recall addition facts, times tables and once taught calculation strategies however, assessment indicates that reasoning skills have dipped across the school. This is reflected in arithmetic assessments (showing strength) and reasoning assessments through the poor application of knowledge to problem solving.  |
| Writing  | Children have lost essential practising of handwriting skills. Baseline assessment showed a slight decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. EYs baselines have shown that children's physical development skills have been significantly impacted on and this will have an impact on handwriting/writing skills. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown or using handwriting as many used keyboards to type.  |
| Reading  | Decrease in attainment but not as significant as seen in Writing and Maths, perhaps because more children were able to access reading during lockdown. This is something that was more accessible for families and required less teacher input. Accelerated Reader data showed a slight dip across KS2 in Standardised Scores (shifting from 101 to about 99.5). NFER NGRT tests for Year 5 and 6 indicated that these cohorts were in line with the national data. EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. Pupils who sat Phonics Screening in November 2020 achieving 67% in Y2. Pupils will need to restart programme from March 2021.  |
| Non-core  | There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Staff have focused on these units to minimise gaps.  |

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| Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)  |  |
| i. Teaching  |  |
| Desired outcome  | Chosen approach and anticipated cost  | Impact (once reviewed)  | Staff lead  | Review date?  |
| Access to technology  To use technology to support teaching & learning and enhance pupil progress: Activities and work set so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.  To ensure continuous provision in the event of a year group/class closure due to Covid: Progress of the most vulnerable pupils supported through access to IT so barriers to learning are removed. Teachers are able to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. Activities and work set so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally. Vulnerable pupils who may struggle to access remote education whilst not attending school are supported with their learning so that all pupils have access to high-quality education when remote working. | Additional ipads, purchased through this funding, will be used in two classes to support teaching & learning and enhance pupil progress. Each class provided with extra ipad provision will become a model of good practice creating exemplar models of blended learning. The intention is that each class will embed Teams to use as in integral and essential daily resource. Each class will work to becoming ‘experts’ and there will be a blended curriculum for the school. In the event of a class/year group closure pupils will switch seamlessly to remote learning thus ensuring continuity of education. If a local lockdown is implemented, we will distribute devices supplied for use by the DFE and use additional devices. We will offer immediate access to remote education for pupils who are required to remain at home. By allocating laptops to pupils working remotely from home, in the event of a year group/school closure, priority catch-up programmes will continue (as per planning) in order to support progress of the most vulnerable pupils.  |  DecWe have a small bank of ipads and laptops in school to support remote pupil learning. These have been provided to families when their child has been isolating where they have requestedPupils are all now able to log on to teams, access learning set by teacher and submit completed workJan 2021We have provided 42 iPads / laptops along with 20 routers for families to access remote learningAdditional data provided for families who have limited internet accessOf the 42 iPads allocated, 88% of pupils are accessing online learning regularlyFeb 202127 additional iPads have been provided to support remote learning with families with limited or no device.Approx 70% of pupils provided with these 27ipads are accessing online leanring |   GK - Remote Learning Leader    |   Feb 21        |
| High quality teaching for all We have 3 NQTs starting who experienced part of their teaching during Lockdown 1, they will need support to ensure their early career is as successful as possible. To Ensure that teaching in the best that it can be in all year groups with regard to* Identifying gaps in learning
* Planning a broad and balanced curriculum
* Providing for SEMH needs of pupils
 | NQT time to be focused on a mixture of in class coaching and paired observation of experienced staff with NQT mentor to focus on areas identified.Intensive coaching in class to model best strategies for pupil progress as we know this is a proven way to support staff. Use of instructional coaching to support staff in moving their classroom practice forward focusing on identified areas for improvement on a weekly basis.  | Dec 2020NQT development has been as planned. They are receiving regular support in class as map of NQT time.Coaching of individual staff has been a partial success due to events outside of our control and not crossing bubblesStaff very receptive of this approachJan 2021Individual staff have been identified for intensive coaching on return following wider opening of school | HJDS |  |

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|  ii. Targeted approaches  |
| Desired outcome  | Chosen action/approach  | Impact (once reviewed)  | Staff lead  | Review date?  |
| Intervention in / out of school time  Identified Year 4 pupils are able to access a weekly catch-up club (5 hr each week).  Parents are supportive of the club and understand the identification process and importance of attendance.  The attainment of those identified children improves: Baseline gap analysis – assessment at end of Autumn 2 shows targeted Maths focus areas (as identified from Autumn 1 baseline) are understood with pupil demonstrating confidence in tutored concepts/skills. Weekly tutor evaluations and pupil work demonstrate secure understanding. Autumn 2 data drop shows pupils on-track to meet KS1 result and moved +1 step on Insight tracking. Individual pupils to meet academic target as set on Insight. Pupils moved from tuition if caught-up with new pupils identified as needs emerge.  Spring term will focus on December gap analysis with individual support planned and subject/areas chosen based on greatest need. Summer Term likewise based on April data drop and analysis.  | Y4 Maths identified as Autumn Term priority for catch-up support.  Daily tutoring catch-up sessions with experienced staff on key concepts for targeted children who will need additional time and support to catch up – focus on use of 1st Class number 1 and 2. Identify children and invite to participate in Maths tutoring programme (Third Space Learning) every Thursday after school from 3:30- 4.30 starting 05/11/20.  Focus for Spring Term will be based on December data analysis  | Dec 2020Year 4 intensive catch up has been happening daily with identified pupils. Pupils have made 3 months progress in the 4 weeks of the programme (Sandwell maths test)Third Space pupils have been identified and parents informed but capacity of Thirdspace tutors outside of school day prevented this from happening. This is now planned to happen JanJan 2021Thirdspace maths has been moved to Summer 2021 as parents were unhappy with it happening during lockdown.  | GK / HJ |   Ongoing  |
|  Extended school time  Identified Year 5 / 6 pupils are able to access a weekly catch-up club (1 hr each week) in reading. Parents are supportive of the club and understand the identification process and importance of attendance.  The attainment of those identified children improves: Baseline gap analysis - assessment at end of Autumn 2 shows targeted reading focus areas (as identified from Autumn 1 baseline from AR / NGRT) are understood with pupil demonstrating confidence in tutored concepts/skills. Weekly tutor evaluations and pupil work demonstrate secure understanding. Autumn 2 data drop shows pupils on-track to meet KS1 result and moved +1 step on Insight tracking. Individual pupils to meet academic target as set on Insight. Pupils moved from tuition if caught-up with new pupils identified as needs emerge.  Spring term will focus on December gap analysis with individual support planned and subject/areas chosen based on greatest need. Summer Term likewise based on April data drop and analysis.  |  Y5 / 6 Reading identified as Autumn Term priority for catch-up support.  Weekly tutoring catch-up sessions with experienced staff on key concepts for targeted children who will need additional time and support to catch up. Identify children and invite to participate in Reading programme every Thursday after school from 3:30- 4.30 starting 05/11/20.  Focus for Spring Term will be based on December data analysis | Dec 2020Staff have identified a small group of pupils from Y5 and Y6 to take part in a book group. Books have been purchased and the group started. Too early to measure impact. Anecdotal evidence shows that pupils enjoyed the experience and are showing a positive attitude towards reading. Jan 2021Book club has not happened and will resume when wider opening of school happens  |   JR / HJ / GK |   Ongoing  |
| Extended school time  Identified Year 1 / 1 pupils are able to access a daily catch-up club (1.25 hr each week) in phonics. Parents are supportive of the club and understand the identification process and importance of attendance.  The attainment of those identified children improves: Baseline gap analysis - assessment at end of Autumn 2 shows targeted reading focus areas (as identified from Autumn 1 baseline from AR / NGRT) are understood with pupil demonstrating confidence in tutored concepts/skills. Weekly tutor evaluations and pupil work demonstrate secure understanding. Autumn 2 data drop shows pupils on-track to meet KS1 result and moved +1 step on Insight tracking. Individual pupils to meet academic target as set on Insight. Pupils moved from tuition if caught-up with new pupils identified as needs emerge.  Spring term will focus on December gap analysis with individual support planned and subject/areas chosen based on greatest need. Summer Term likewise based on April data drop and analysis. | Y1 / 2 phonics identified as Autumn Term priority for catch-up support.  Weekly tutoring catch-up sessions with experienced staff on key concepts for targeted children who will need additional time and support to catch up. Identify children and invite to participate in phonics programme every day after school from 3:00- 3:15starting 05/11/20.  |  0.5 teacher trained in RWI phonics to run after school phonics sessions for Y1/Y2 children.Jan 2021This group hasn’t happened due to the partial closure of schoolFeb 2021Pupils will be selected for this intervention when they return on wider opening of school based on updated phonics screening We will increase the number of groups running across Reception, Year 1 and Year 2 |  JF / GK |   |
| Phonics sessions (2 support staff)iPad funded through DfE remote learning supportiPad licensesBook club sessions (2 teaching staff) MaterialsIntensive coaching (11/hr per week) | £ 3,763.95£ 0.00**£ 374.00****£ 2,623.52****£ 3,000.00****£20,958.53** |
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