


Catch-Up Premium Plan : Mellor St Mary CE Primary School

Summary information					
	School	Mellor St Mary CE Primary School			
	Academic Year	2020-21	Total Catch-Up Premium	£11,280	Number of pupils 141

Guidance

Children and young people across the country 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. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

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](#).

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](#) 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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject – real books and electronic ones through online reading area EPIC. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide.</p>
Early Reading/ Phonics	<p>KS1 and lower KS2 children accessed phonic teaching through online and face to face sessions. However, some EYFS, Y1 and Y2 have missed elements from phase 3- 5 as they did not access online learning. EYFS returned to school in June and had daily phonics catchup sessions covering Phase 2-3. Year 1 and Year 2 did not.</p>
Non-core	<p>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.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact <i>(once reviewed)</i>	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan subjects. Collective planning time through extended staff meeting.</p> <p>Additional release time for subject leads with additional external cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">(£550 for supply)</p>	<p>The whole school curriculum for academic year 2020-21 amended.</p> <p><i>Children are on track to achieve ARE across the subjects</i></p>	<p>JEP</p>	<p>Termly 29.09.20 07.12.20 01.02.21 23.03.21 17.05.21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Initial baseline assessments completed (Sept 20) including pilot EYFS Baseline (Oct 20).</p> <p>Question level analysis for core (Maths and English Reading comprehension) to establish focused areas for each term and intervention support using TAs.</p> <p>Additional release time for half termly pupil progress meetings with SLT/SENDO and faculty leads</p> <p>Termly assessments / data analysis to inform next steps and intervention support.</p> <p style="text-align: right;">(£0)</p>	<p><i>Individual learning programmes and targets in place for 1:1 and small group teaching are impacting on pupil progress.</i></p> <p><i>Gaps are narrowed as parents and pupils work on individual and specific catch up targets through homework.</i></p> <p><i>Children receiving targeted catch-up support have narrowed the gap between themselves and their peers.</i></p>	<p>JEP / CB</p>	<p>Termly</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A virtual or real tour of Mellor St Mary Primary School is arranged and shared with all new-starters.</p> <p>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining the school.</p> <p style="text-align: right;">(£500 for supply)</p>	<p>Children transitioned mid year are comfortable with new surroundings.</p> <p>EYFS teacher, pupil, parents establish positive relationships.</p>	<p>JEP / PM</p>	<p>Jan 2021 Jun 2021</p>
Total budgeted cost				£1050

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Phonics and Early Reading</u> All KS1 children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Employment of a full time teacher to ensure single year group teaching for English in EYFS, Y1 and Y2 in order to focus on core phonics skills and knowledge (£8485 difference in PT to FT salary)</p>	<p><i>Standards in Reading, Phonics and Writing have improved and the majority of children are on back on track to achieve ARE in KS1.</i></p>	AB	Termly until July 2021
<p><u>Maths Mastery</u> All children in KS1 will have significantly increased basic arithmetic and reasonings skills.</p> <p>All children in KS2 will have significantly increased place value, problem solving and reasoning skills through the use of maths mastery teaching and learning techniques.</p>	<p>Employment of a full time teacher to ensure single year group teaching for maths in EYFS, Y1 and Y2 in order to focus on core basic number, place value, calculation and reasoning skills (£0 costed from amount above)</p> <p>CPD for KS2 staff including 2 x Maths leads working with the North North West Maths Hub to establish mastery teaching and learning skills across KS2. (£1800 for CPD) (£1080 for supply)</p>	<p><i>Standards in Maths have improved and the majority of children are on back on track to achieve ARE in KS1.</i></p> <p><i>Standards in Maths have improved and the majority of children are on back on track to achieve ARE in KS1.</i></p>	AB CB / SH	Termly until July 2021
<p><u>1-to-1 and small group tuition including Intervention programme</u> Appropriate interventions support identified children in reinforcing their understanding of: RWM</p> <ul style="list-style-type: none"> • Fast Track Phonics (KS1) • Bounce Back Phonics (KS2) • Basic maths skills and application of number. (KS1 and KS2) • Handwriting (KS1 and KS2) • SPAG SATs Companion (KS2) • ELSA - emotional literacy support (KS2) • Reading comprehension (KS2) • Precision teaching vocabulary and spelling (KS2) 	<p>An intervention is identified and if necessary purchased.</p> <p>Support staff hours increased within key stage 2 in order to train and deliver the appropriate interventions in individual bubbles including confidently assessing entry and exit data. (£11,417)</p>	<p><i>Individual learning programmes and targets in place for 1:1 and small group teaching are impacting on pupil progress.</i></p> <p><i>Children receiving targeted catch-up support have narrowed the gap between themselves and their peers.</i></p>	SENCO LF JH EPB	Every 6 – 8 weeks

Total budgeted cost £22,782

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased, such as Readwriter, TTRS Numbots, Letterjoin, to support children reading spelling, handwriting and maths at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</p> <p>(£1500 initial DFE remote learning set up grant) (£1968 in combined licenses for online learning programs)</p> <p>Learning packs created for individuals which include stationary, maths resources and photocopied work books for pupils unable to access online learning.</p> <p>(£1000 purchased resources and photocopy costs)</p>	<p>School has a blended approach to home learning including online and paper based weekly homework tasks which children complete independently.</p> <p>All children are able to access remote learning when necessary.</p>	JEP CB	Monthly
<p><u>Access to technology</u></p> <p>During lockdown and isolation periods, children can access additional devices so that they can rotate through discrete teaching and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>FOSMS (PTA) to purchase 10 Chromebooks. They are to be used to further support online access to resources for vulnerable pupils. Chromebooks can be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</p> <p>(£3000 – pending as a new project)</p> <p>Purchase 8 Dell Laptops to be used in the classroom and at home in order for teachers to plan and deliver remote learning requirements including live teaching.</p> <p>(£4947 laptops)</p>	<p>All children are able to access remote learning when necessary.</p>	JEP CB	Weekly
			Total budgeted cost	£12,415
			Cost paid through Covid Catch-Up	£11,280

	Cost paid through charitable donations	£1500 DFE £3000 PTA
	Cost paid through school budget	£20,467
	Total budgeted cost	£36,247