

Catch-Up Premium Plan

Mallard Primary School

Summary information					
School	Mallard Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£27,680	Number of pupils	346 (FS2 – Y6)

Guidance
<p>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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Supporting great teaching <input checked="" type="checkbox"/> Pupil assessment and feedback <input checked="" type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> One to one and small group tuition <input checked="" type="checkbox"/> Intervention programmes <input checked="" type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Supporting parent and carers <input checked="" type="checkbox"/> Access to technology <input checked="" type="checkbox"/> 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. Gaps 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 didn't 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>Many children did not access reading during lockdown. Many pupils lacked suitable reading books at home. Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p> <p>Whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p> <p>Reading is the number 1 priority this term with investments in new books and a new KS1 Reading Challenge to encourage wider reading in Y2.</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 (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£500)</p>	<p>Subject leaders have an overview of their subject and have mapped their curriculum area with an understanding of the whole school and acquisition of skills</p> <p>All classrooms have core manipulatives for maths and are used within maths sessions. Independent use of the equipment is developed as the children progress through the maths curriculum</p>	<p>TS</p> <p>VS / AM</p>	<p>Feb 21</p> <p>Feb 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><i>Purchase and implement the NFER termly assessments. Complete termly tests and record assessments on O Track to identify gaps and to track performance.</i></p> <p style="text-align: right;">(£3000)</p>	<p>NFER tests have been purchased and support teachers judgements at the end of each term alongside their teachers judgement and ongoing assessment to identify need and gaps within learning.</p>	<p>TS</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Mallard Primary have an opportunity to become familiar and confident with the setting.</p>	<p><i>Transition into school plans amended to facilitate stay and play sessions with parents and pupils. Additional cleaning costs. 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 Mallard.</i></p> <p style="text-align: right;">(£500)</p>	<p>Small group visits with one adult has been successful and allowed children to explore the foundation Stage whilst allowing parents to raise any concerns and ask any questions.</p> <p>Time was also been made for staff to attend any APDR meetings and transition meetings for children with additional needs</p>	<p>AM</p>	<p>Ongoing</p>
Total budgeted cost				£ 5,000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified 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.	Reading challenge established for Y2 to support transition from phonics lead reading to wider reading for pleasure. (£2000)	Reading books purchased for the Year 2 reading challenge to encourage reading for pleasure	AT	July 21
	Phonics intervention for FS – Y3. Additional resources (£500) TA time (£2,500)	1:1 reading and overlearning established for children who need additional support with their phonic skills and reading. Additional RWI resources and Fresh start materials purchased to ensure children are given the correct materials to develop their reading skills	DT	March 21
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>A non- classed based teacher will deliver catch up programmes for x2 day a week in KS2 (Y3-Y5)</i> (£10,000)	Children identified by the class teachers ongoing assessments and the use of NFER tests to receive additional teaching support outside of the maths lesson	VS	July 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1 hour per night x4 days a week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>Y3- Y5 will identify 10 children within the phase that require additional intervention. The cost of a TA per club (x4 a week) and snacks for the children is made available.</i> (£2,500)	Children identified and class teachers have conducted weekly catch-up clubs for reading, spag and maths.	TS CC	Ongoing
Total budgeted cost				£17,500

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 My Maths to support children with maths at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. Research online reading interventions.</p> <p style="text-align: right;">(£1000)</p> <p>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p style="text-align: right;">(£200)</p>	<p>My maths and TT Rockstars purchased – all pupils received logins and work set by class teachers via the platforms.</p> <p>Additional resources purchased to support children accessing home-learning whilst at home during lockdown or sent. This has allowed children an alternative way to complete learning at home, in addition to the use of technology.</p>	<p>KH</p> <p>SM/LH</p>	<p>March 21</p> <p>March 21</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency 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>Purchase 15 Lenovo ThinkPad 11e Yoga (LGfL). Amendment to SLA agreement to include new devices. Laptops can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed. Existing laptops made available to teachers.</p> <p style="text-align: right;">(£5,000)</p>	<p>Increase use of technology throughout school has allowed children to access platforms, such as My Maths.</p> <p>The additional technology has also allowed children to access maths tuition via Third Space Learning</p> <p>Webcams have allowed staff to access and contribute to CPD sessions throughout lockdown and conduct meetings with parents and professionals remotely</p>	<p>KH CC</p>	<p>March21</p> <p>Feb 21</p>
<p><u>Reading for Pleasure</u></p> <p>To promote reading for pleasure and enhance pupil engagement in reading at home. Children to be rewarded for consistently reading at home with other adults.</p>	<p>Half termly award of books to pupils who have consistently engaged in reading activities at home to continue promoting the importance of parents and carers engaging in home learning. High quality texts used to support wider reading complementing the choice.</p> <p style="text-align: right;">(£2,500)</p>	<p>High quality texts have been purchased and reading for pleasure encouraged. Text have been purchased for a range of learning including text with high interest, low reading to encourage all children to read at home</p>	<p>TS</p>	<p>July 21</p>
Total budgeted cost				£ 8,700

	Cost paid through Covid Catch-Up	£27,680
	Cost paid through School Budget	£3,520