

# Catch-Up Premium Plan

## Marsh Hill Primary School

Summary information					
School	Marsh Hill Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,000	Number of pupils	406

**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 aggregate 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	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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<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>
<b>Writing</b>	<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>
<b>Reading</b>	<p>In KS1 the vast majority of pupils had significantly digressed in their phonic knowledge due to missing crucial teaching time during the previous year as well as a lack of practise in using their reading skills. In school all children would have had a 30-minute phonic lesson and a 30-minute guided reading session each day as well as been required to practise reading at home regularly. Since returning we have ensured all children have access to active learn-an online programme where they can be allocated appropriate books online from home which is monitored at home.</p> <p>In KS2, Year 3 have had to continue with daily phonics and guided reading lessons during the Autumn Term due to gaps in phonic knowledge and word reading. In order to work on and develop their comprehension skills and improve chances of achieving ARE, many children needed to rebuild/develop their reading stamina and pace due to gaps from the previous year and a lack of practise. Also we have implemented the teaching of Close Reading in place of guided reading in Key Stage 2, where rich, varied texts are shared with the children and they are taught more complex comprehensions skills discreetly, paying particular attention to understanding and developing vocabulary, themes, inference and making links to other reading and the world.</p>
<b>Non-core</b>	<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> <p>Many children did not actively engage with Purple Mash and other online learning platforms during lockdown. This was for a variety of reasons. Some families did not have a device or access to the internet. Therefore, many children were unable to access computing lessons at home. As a result, there are many gaps in learning. On return to school, many children had forgotten how to use Purple Mash and it took a few weeks to refresh the children's memories. In the autumn term, teachers needed to cover last year's work before attempting the current year group. Teachers used the crash course planning which condensed the learning that the children missed due to lockdown.</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 computing curriculum area will be closely monitored by the subject leader to ensure all pupils and staff can access Remote Learning. Staff trained on Google Classroom, subject leader to be released to coach and train staff within computing lessons. All pupils can use and access Google Classroom remotely in the event of a bubble/school closure.</p> <p>English and Maths leaders will closely monitor their subject area through supporting and coaching across school. Gaps in learning will be identified with teachers and interventions put into place together.</p>	<p><b><i>A qualified teacher to provide additional release time for the subject leaders to research, plan, support and coach all teachers and teaching assistants across school. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;">£12,285</p>		<p>RC(subject leader) NC (SLT)</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><b><i>Purchase and implement the PIRA reading and spelling, grammar and punctuation tests. Complete termly tests and record assessments to identify gaps on Target Tracker to track performance.</i></b></p> <p style="text-align: right;"><b>(£3600)</b></p>		<p>ND (subject leader) CK (SLT)</p>	<p>July 21</p>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and phonics knowledge. 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><b><i>Autumn Term: A qualified teaching assistant will be employed on a temporary contract to support Year 1 (Phonics) and Year 2 (reading, writing and maths)</i></b> £4626</p> <p><b><i>Spring Term: A qualified teacher will be employed on a temporary contract to support Year 1 (Phonics) and Year 2 (reading, writing and maths)</i></b></p> <p style="text-align: right;">£12,285</p>		<p>ND (subject leader) CK (SLT)</p>	<p>July 21</p>
<b>Total budgeted cost</b>				<b>32,796</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme</u> An appropriate numeracy intervention, such as Numbers Count is used to support those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention is identified and used. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i>		CJ (subject Leader) NC (SLT)	July 21
<b>Total budgeted cost</b>				<b>0</b>

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	
<u>Supporting parents and carers</u> 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.	<i>Additional online learning resources will be purchased, such as Mathletics to support children's maths learning at home.</i>  <b>£3900</b>		CJ (subject Leader) NC (SLT)	Feb 21	
				Feb 21	
<u>Summer Support</u> N/A					
<b>Total budgeted cost</b>				<b>£3900</b>	
				<b>Cost paid through Covid Catch-Up</b>	<b>36,696</b>
				<b>Cost paid through charitable donations</b>	<b>0</b>
				<b>Cost paid through school budget</b>	<b>£4694</b>