



Middlestone Moor Primary School

COVID catch-up premium spending: 2020-21

Funding Allocation (Mainstream Schools)

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.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant 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. A further £33.33 per pupil will be paid during the Summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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](#) (see also [EEF-School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, 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. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

SUMMARY INFORMATION			
Total number of pupils:	250	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,060		

CONTEXT AND RATIONALE FOR THE STRATEGY

- A large majority of the children engaged in the detailed home learning packs that we provided during the first lockdown. **During the most recent National Lockdown children have accessed their remote learning through Microsoft Teams**
- Some of the children who accessed the childcare provision were given time during the day to complete their learning packs.
- Upon re-opening in September we have had a good response to the children coming back to school. Attendance was stable across all year groups upon return. The reception children were brought back on a staggered basis over the first two weeks to ease the transition process since visits were not possible during the Summer term. **Upon returning in March after the most recent Lockdown attendance is good.**
- English and Maths leaders have worked hard to ensure that all staff have been provided with a framework for a catch up curriculum which takes into account the missed learning from the Summer term and mapping that across to the Autumn term objectives to be taught in the current Year group. **After the most recent Lockdown English and Maths leader have revisited the recovery curriculum and this has been shared with staff. This is ongoing and is revisited each time Data is submitted, ensuring that the catch up curriculum is bespoke for the children.**
- As a staff we have discussed the need for the use of consistent beginning of year baselines within reading, writing and mathematics. By doing this we will ensure that we have standardisation and consistency across all classes and cohorts.
- We have agreed that the baseline assessments will be entered into our assessment system before October half term. **After the most recent Lockdown in March further assessments will be entered at the end of the Spring term to determine a new baseline. Data has then been entered before the May Half term, this will be analysed.**
- The baseline data will be analysed to identify which year groups require support and intervention across the year in Reading, writing and Mathematics in order to help the identified children to catch up in their identified areas of need. **This has continued half termly across the year, catch up is timetabled for all classes across the week in the form of interventions with the class Teacher and active Maths and English sessions taking place.**

- Catch up funding will be used to provide this support and intervention.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Where children did not access the home learning packs provided during lockdown there is a need for considerable catch up.
B	Remote learning platform needs developing so that children engage fully with the teacher and their learning.
C	Baseline data and diagnostic assessments indicated that a significant proportion of children still needed further teaching of the key skills from the previous Year Group
D	Staff relatively inexperienced in delivering virtual learning and seek to further improve the quality of the remote learning offer.

ADDITIONAL BARRIERS

External barriers:

D	Persistent absence
E	Parental engagement
F	Lack of devices or access to the internet for families to be able to access remote learning

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>A significant number of children may be suffering from anxieties upon their return to school as a result of COVID.</p> <p>All classes to have a focus on children's mental health needs when first returning to school.</p>	<p>Staff are able to identify any children who may have been affected adversely by closures and covid19</p> <p>Children will feel reassured and supported by the adults in school during their return to school.</p>	<p>The EEF report on social and emotional learning states - On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>The PSHE leader and DHT teacher have researched resources and found a whole school resource specifically linked to social and emotional learning and the return to school following lockdown.</p>	JM	<p>This will be reviewed during the first half term in September where we will identify any children who may need some continued support.</p> <p>Review: All classes had a focus on emotional well-being when returning to school. All children returned to school very positively.</p> <p>This continues to be a focus and children are receiving additional support where needed.</p>

<p>Recovery Curriculum taught for reading, writing and mathematics.</p>	<p>Children are taught the Summer term objectives that have been mapped across to the Autumn term objectives in their current Year. December data shows progress against October baseline for a large percentage of children.</p>	<p>The EEF states that every pupil will have been affected differently by covid 19. Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p>	<p>English and Maths leaders to monitor the implementation of this. End of Autumn term data analysed to measure progress from baseline assessment.</p>	<p>English and Maths Leaders Class Teachers GR</p>	<p>December 2020 Review: Data was entered in December 2020 and progress was analysed to decide where the catch up was most needed. Objectives in Maths and English again mapped across to the Spring Term for each class.</p>
---	---	--	---	--	---

<p>A new remote learning system is operational.</p>	<p>A strong remote learning offer is in place. A new and improves platform is in place and staff are trained in its use.</p>	<p>The EEF states that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Almost all schools will have made significant adjustments to organisational and logistical aspects of school life.</p> <p>The EEF has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.</p> <ul style="list-style-type: none"> • Ensuring pupils receive clear explanations. • Supporting growth in confidence with new material through scaffolded practice. • Application of new knowledge or skills. • Enabling pupils to receive feedback on how to progress. <p>These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.</p>	<p>Staff CPD on chosen remote platform to be used.</p> <p>Platform to be used by the children to access spelling home learning, this will ensure that the children are familiar with the platform.</p> <p>Monitoring of engagement with remote learning when a bubble is self isolating.</p> <p>Contact with parents children are not engaging with remote learning.</p>	<p>Class teachers Teaching Assistants GR</p>	<p>We will review this continually across the year.</p> <p>Review: During the Autumn Term when bubbles had to isolate Microsoft Teams was used for remote learning. This enabled the teacher and pupils to have live contact and then learning to be submitted and feedback given.</p>
---	--	---	--	--	--

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To use October baseline assessments to ascertain exactly where all children are in relation to their age related expectations in reading, writing and mathematics.	All baseline data entered into internal assessment system. Data analysed to identify groups of children requiring targeted intervention in reading, writing and mathematics.	The EEF states that every pupil will have been affected differently by covid 19. Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Baseline assessments will be analysed to identify children who have the most progress to make based on their previous end of year targets. December assessments will be analysed in comparison to baseline assessments to ensure that children are making progress. Where progress is slow, children will be identified	Class Teachers GR	December 2020 Data was analysed October, December, March and is currently being analysed from input at May Half Term.
To employ a teacher for 4 days per week to support children who needs targeted intervention.	Increase in progress for children who have been receiving targeted support to catch up.	The EEF states that there is extensive evidence supporting the impact of high quality small group tuition as a catch up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice and feedback. Tuition delivered by a qualified teacher is likely to have the highest impact.	Teacher and additional teacher to have regular meetings with regards to the session content for the children receiving intervention. Monitoring of books for Mathematics and English for the children receiving support. Termly analysis of data to ensure that children are making progress towards	Class Teachers Additional Teacher GR	Termly December 2020 This was done in the Autumn Term and data was used to prioritise which Year Group needed the highest level of intervention for catch up.

<p>When children are required to self-isolated because of a positive covid case in their bubble. Families of children who are not engaging in remote learning are contacted to see if support can be given.</p>	<p>As many children as possible to be accessing remote learning.</p>	<p>The EEF has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.</p> <ul style="list-style-type: none"> • Ensuring pupils receive clear explanations. • Supporting growth in confidence with new material through scaffolded practice. • Application of new knowledge or skills. • Enabling pupils to receive feedback on how to progress. <p>These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.</p>	<p>Registers kept every day when remote is taking place.</p> <p>Parents of children who are not engaging in remote learning to be contacted to find out if any support can be given e.g. has the family got a device to be able to access the remote learning.</p> <p>Any children that don't access remote learning after the phone call will be followed up.</p>	<p>Class teachers GR</p>	<p>Whenever a bubble is required to self-isolate.</p>
---	--	--	--	------------------------------	---

Total budgeted cost:					£19,600
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Total budgeted cost:					

ADDITIONAL INFORMATION

Documents used to support this strategy
 EEF – Covid-19 Support Guide for Schools
 Government Document – Remote Education Good Practice
 Local Authority Guidance around remote learning