




The Shevington Federation

Catch-Up Premium Plan

The Shevington Federation- Millbrook Primary School

To be reviewed following Spring Term 2021 Lockdown

Summary information					
School:	 Millbrook Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16480	Number of pupils	206

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
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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.

The EEF advises the following:

- Teaching and whole school strategies
- Supporting great teaching
 - Pupil assessment and feedback
 - Transition support

<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>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys . Children are still enjoying maths and lock down has not affected their desire to improve learning of maths ...they are just behind. Y3 and Y6 seem to have more of an issue than other classes.</p> <p>Shape and space seem to be the main issue at Millbrook which are the sections that were taught remotely or may have been missed. Times Tables seems an issue as well across school.</p>
<p>Writing</p>	<p>Children have not missed units of work as such, like in other subjects however it is the stamina of writing longer pieces that has suffered and there are gaps in SPAG(spelling, punctuation, and grammar). Some children have continued to write well but many have not. Handwriting, letter sizes and pencil grip has suffered and in Y1 it is those fine motor movements that are a little behind. Identification of grammar terms is also weaker – that is possibly why there is no SPAG KS test this year 2021.</p>
<p>Reading</p>	<p>Children accessed reading the most during lockdown as this was something that families could provide with little teacher involvement. They are less able to read out loud and the word gap has widened between the disadvantaged and non- disadvantaged children.</p>
<p>Non-core</p>	<p>Whole units were missed -one topic in each of the year groups in the Summer Term meaning that children are less able to access pre -requisite learning When learning something new so less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on visitors and visits and powerful moments of learning.</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?
GL Assessments have been purchased at key points through the year to monitor progress of movement through their age-related learning.	Feb 2021 -Purchase of extra GL assessments 180 x £10 July 2021 Purchase of extra GL assessments 180x£10 = £ 4000	GL assessments used to inform Teaching and Learning – gaps identified . Diagnostic guidance offered End of Key stage indicator given Support deployed as necessary	KS KT	Feb 2021 July 2021
Purchase of White Rose Maths with catch up curriculum	White Rose On-line full subscription-£200 Supplemented by Classroom Secrets- £200 =£400	Pupils develop confidence in those gaps that have appeared . No extra planning for staff as catch up already integrated into White Rose.– well-being of staff considered.	JT	Feb 2021 July 2021
Review of English Curriculum- to focus upon stamina in writing and type of genres . audience and purpose of writing – Ensuring Quality First Teaching	One afternoon per week dedicated to the co-ordinator 17 weeks @ £45 per week – Level 4 TA cover= £765	Children rebuild stamina in writing at length but are also aware of the purpose for writing and its importance. Toolkit for writing monitored across school.	DL CM	
Total budgeted cost				£5 165

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Employment of Level 4 Teaching Assistant – 3 days a week to support catch up within class -frees up teacher to coach those gaps as prior learning whilst in class	Premier Supply Agency for Spring/ Summer Term – 26 weeks @ £105 per day= 69 days = £7 245- £765= £6480 £6480	With support being in class pupils are not extracted out of class. Teacher can focus upon a group as well	KT	March 2020
4 x TLR3 to provide catch up extending the school day for 10 one-hour sessions throughout the Spring /Summer Term with invited pupils from the same bubble. Y5 and Y6 a priority. Maths /English	45 TLRs at £500 each to provide 10 Covid catch up for small bubbles of invited children between Spring/Summer term £2000	Quality focussed time with a teacher for catch up sessions in Maths	KT	

Purchase of CPG Catch up revision guides for after school extension lessons.	£500 per TLR = £2000 CPG bundles of catch up revision guides- 50x10= £500	Pupils develop confidence in those gaps that have appeared . No extra planning for staff as catch up will be from CPG catch up bundles.		
			Total budgeted cost	£8665

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting Parents/Carers Children will be able to maintain home learning opportunities in reading with the purchase of an online book platform linked to our already successful Reading Renaissance-MyON	MyON Digital Platform -£1,500 per year £2500	Children access excellent quality reading material from home. Reading and Phonics scores remain above average in line with top 20% of school	KT DL	
Access to Technology Vodafone simm cards ordered to provide internet for families with limited Wi-Fi. Purchase of 10 laptops to be offered out to families with limited access to hardware for home on-line learning.	50 cards ordered at no cost £5000 donation from a local firm via a parent of a child at school.	Equal access for all children during home learning isolation periods.	KS AB	
			Total budgeted cost	£ 7500
			Cost paid through Covid Catch-Up	£15 245
			Cost paid through charitable donations	£5000
			Cost paid through school budget	£400
				£21 330