




The Shevington Federation

## Catch-Up Premium Plan v2

### The Shevington Federation- Millbrook Primary School

*Reviewed in May 2021 following 3rd Lockdown*

Summary information					
<b>School:</b>	Millbrook Primary School				
					
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	<b>£16 480</b>	<b>Number of pupils</b>	<b>206</b>

### 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 <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>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>
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**Identified impact of lockdown**

<b>Maths</b>	<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>
<b>Writing</b>	<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>
<b>Reading</b>	<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>
<b>Non-core</b>	<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>
<b>Well being</b>	<p>A very small number of children have returned with well - being concerns and have found it hard to realign themselves in a larger class. The smaller class have also taken some time to being a full cohort again.</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>Relevant Progress checks on all children measuring pupils against a wider national picture than just our 2 schools.</p> <p>We have now purchased the complete digital solution package with GL that allows us to assess learning at any point in the year to monitor progress of movement through their age-related learning. Assessments are far more varied including cognitive assessments for able learners.</p>	<p><b>Purchase of GL Assessments complete digital solution package.</b> <b>Annual subscription.</b></p> <p><b>Assessments in September May and Late June to assess Covid gaps and progress.</b></p> <p style="text-align: right;"><b>= £ 3000</b></p>	<p>GL assessments used to inform Teaching and Learning – gaps identified . Diagnostic guidance offered End of Key stage indicator given Support deployed as necessary. Progress measures are included when two different tests have been taken.</p>	<p>KS KT AH</p>	<p>July 2021</p>
<p>Gain a more in depth picture of children with SEND and those working well below being able to measure more accurately their progress and gives next steps.</p> <p>National Curriculum is broken up in to tiny steps therefore being able to measure small steps of children not able to work at age relate expectations or at an age related pace.</p>	<p><b>Initial Set up of £800 then annual subscription of £200</b></p> <p>B Squared is a tracking system for children with SEND. It has National Curriculum statements broken down into much smaller steps to allow progress to be seen with those children who are working well behind their peers. This is the on-line version. At present we use the paper based version however we want to make better use of out TAs.</p> <p style="text-align: right;"><b>= £1000</b></p>	<p>Demonstration webinar booked for May 26<sup>th</sup> with a view to purchasing in Summer 2.</p>		<p>On-going</p>
<p>Staff and pupils to have access to a catch up curriculum built into the present term of work.</p> <p>Purchase of White Rose Maths with catch up curriculum</p>	<p><b>White Rose On-line full subscription-£200</b> <b>Supplemented by Classroom Secrets- £200</b></p> <p style="text-align: right;"><b>=£400</b></p>	<p>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.</p>	<p>JT</p>	<p>Feb 2021 July 2021</p>
<p>Review of English Curriculum- to focus upon stamina in writing and type of genres . audience and purpose of writing – Ensuring Quality First Teaching</p> <p>Introduction of a philosophical question as a hook for planning a term's worth of work. Which will be answered as an essay at the end of the term</p>	<p><b>One afternoon per week dedicated to the co-ordinator</b> <b>17 weeks @ £45 per week – Level 4 TA cover= £765</b></p> <p><b>The last unit of each term will be an essay writing unit – 2 weeks will be allocated.</b> <b>Classes will then publish and share these at Top Copy Share time.</b></p>	<p>Children rebuild stamina in writing at length but are also aware of the purpose for writing and its importance.</p> <p>Toolkit for writing monitored across school.</p>	<p>DL CM</p> <p>KT</p>	<p>July 2021</p>

To improve the link between phonics and writing across school especially key stage 1.	<b>5 members of staff trained in Sounds Write @ £400 per person. Cover for staff to access course built into first targeted approach below.  £2000</b>	First round of staff have passed the course and the new scheme is being trialled ready for September.  Results already showing positive outcomes.	DL	July 2021  Dec 2021
Improvement in Handwriting . Both in staff knowledge and children’s presentation particularly in Y1 where there was a noticeable issue	<b>3 key members of staff trained to teach Hand Writing by Debbie Watson Demonstration lessons and CPD of theory, language and progression. = £495</b>	Training booked for 7 <sup>th</sup> July 2021	DL	Dec 2021
<b>Whole School Strategies Total budgeted cost</b>				<b>£7 660</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date</b>
To support children who did not access home learning during lock down  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  To support staff’s well- being to allow quality time for training linked in to above Sounds Write,	<b>Premier Supply Agency for Spring/ Summer Term – 26 weeks @ £105 per day= 69 days = £7 245- £765= £6480  £6480</b>	With support being in class pupils are not extracted out of class so missing further learning.  Teacher can focus upon a group as well	KT  All staff within own class	July 2021 Via GL
To support transition to high school for Y6 pupils ensuring children are secondary ready.	<b>Teacher hours a week to support in Y6 or tutoring online through Gov agency -KS to advise =£3000  (Or online whole class tutoring via National Tutoring Service15 sessions £85 per person) TBD</b>	Quality focussed time with a teacher for catch up sessions in Maths /English	KS KT	January 2022
<b>Targeted Approaches Total budgeted cost</b>				<b>£9480</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b>Supporting Parents/Carers:</b> 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</p>	<p><i>MyON Digital Platform -2,500 per year.</i></p> <p><i>An on-line reading scheme linked to Renaissance.</i></p> <p style="text-align: right;"><b>= £2500</b></p>	<p>Children access excellent quality reading material from home.</p> <p>Reading and Phonics scores remain above average in line with top 20% of school</p> <p>In May GL Assessments reading was seen to be the strength across school.</p>	<p>KT DL</p>	<p>July 2021 On-going</p>
<p><b>Behaviour:</b></p> <p>On return to school all children have a clear easy to recall behaviour plan consistent across all classes based on Recognition.</p> <p>This will help school return to the nearest normal that we can be which supports well-being of pupils and staff and that routine which supports good learning.</p>	<p><i>Review of policy and procedures</i> <i>Action plan drawn up</i> <i>Implementation of positive behaviour recognition</i></p> <p style="text-align: center;"><b>No financial coast as during staff meetings</b></p>	<p>Behaviour much more settled and the consistency is now felt across school with understanding from all stakeholders.</p> <p>Weekly Celebration Assembly a success as is Hot Chocolate Hangout. Rules know by all stakeholders</p>	<p>KS</p>	<p>July 2021</p>
<p><b>Access to Technology:</b></p> <p>Vodafone simm cards ordered to provide internet for families with limited Wi-Fi.</p> <p>Purchase of 10 laptops to be offered out to families with limited access to hardware for home on-line learning.</p>	<p><i>50 cards ordered at no cost</i></p> <p><i>£5000 donation from a local firm via a parent of a child at school.</i></p> <p style="text-align: right;"><b>=£5000</b></p>	<p>Equal access for all children during home learning isolation periods.</p>	<p>KS AB</p>	<p>July 2021</p>
<b>Wider Strategies Total budgeted cost</b>				<b>£ 7500</b>
			Cost paid through Covid Catch-Up	<b>£16 480</b>
			Cost paid through charitable donations	<b>£5000</b>
			Cost paid through school budget	<b>£3170</b>
				<b>£24 650</b>