

MARVELS LANE SCHOOL – CATCH UP PREMIUM PLAN - 2020/21

| Summary information | | | | | |
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| School | Marvels Lane Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £35,555 | Number of pupils | 382 |

| Guidance |
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| <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19), particularly the two lockdowns of Mar '20 - July '20 and Dec '20 - Mar '21. The aggregate impact of lost time in school and with learning is likely to be substantial, albeit more significant for some rather than others. Those from the most vulnerable and disadvantaged backgrounds are likely to be the most severely impacted.</p> <p>Schools' allocations for Catch-Up premium are calculated on a £80 per pupil basis.</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 |
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| <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"> ➤ Supporting high quality teaching ➤ Supporting children's Language & Communication skills ➤ Pupil assessment & feedback ➤ Transition support <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 |

| Identified impact of lockdown | |
|-------------------------------|--|
| | <p>Remote learning opportunities were provided during both lockdowns, with the provision during the second lockdown being more substantial and accessible with the help of Google Classroom. The levels of engagement and support at home varied across families. Some Key Worker and Vulnerable children followed the remote learning curriculum within a small group setting in school.</p> <p>In addition to this, following both school lockdowns, we adapted our curriculum and style of teaching to enable as smooth a return back to school as possible. Additional time and attention was spent during these times on pupil well-being, language development, learning skills and identifying the key priorities within curriculum areas.</p> <p>Across the year, this means that the quality of learning and the amount of the curriculum covered will have been reduced for all children, but some more than others.</p> <p>Recovery and 'catch-up' will involve whole school and targeted strategies, many of which will be medium to long term approaches.</p> |
| Reading | <p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has widened. The area needing greatest focus is comprehension and ensuring that children have a deeper understanding of what they are reading. Some younger children are also further behind with their phonics use and understanding.</p> |
| Writing | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have missed many opportunities for practising their writing skills. 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. Handwriting and presentation has also been affected.</p> |
| Maths | <p>Specific content has been missed, which together with lack of practice has lead to gaps in learning. More than most subjects, gaps in knowledge and understanding of number and the 4 operations will need to be prioritised and filled in order to provide the foundation for future learning to be built upon.</p> |
| Non-core | <p>Remote learning provision was designed to be as broad as possible, but inevitably children will have missed large chunks of knowledge and experience in many different subjects. In some cases, this means that there will be gaps in knowledge where children have missed entire topics. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Teachers and Subject leaders are looking at the planned curriculum journeys for each subject and topic and identifying key priorities that must or should be taught. In many cases, curriculum priorities for 2020/21 will then be focused on during this Summer <i>and</i> Autumn Term where necessary. A constricted curriculum for 2021/22 will therefore be covered over the remaining period of the 2022 school year.</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 | Start date |
|--|--|------------------------|-----------------------|-------------------------|
| <u>Quality teaching:</u> CTs to focus in the short term on enabling all children to return to school positively. | <i>Additional time and focus on: Pupil Well-being; Learning Skills; Confidence; Key skills in R,W&M; As wide a variety of creative and physical learning opportunities within Covid restrictions. (£0)</i> | | All | Mar '21 |
| <u>Language & Communication:</u> To develop a whole school approach/focus on explicitly teaching Oracy, with a particular focus on Yrs N, R &1 and children across the school who are either disadvantaged or EAL | <i>Subscribe to the VOICE 21 Whole School Approach to Teaching Oracy. Provide Leadership, planning and training time to implement this approach. (£2,500 + £3,500)</i> | | ED/RC/SF | Sept '21 |
| <u>Curriculum</u> Year Group Teachers and then Subject Leaders to identify gaps in Curriculum Coverage and then prioritise which Key Objectives for 20/21 should be taught in the Summer and Autumn Terms and then priority objectives for 21/22 across the remainder of the year | <i>Additional time for Class Teachers to handover information on a) individual pupil achievement and b) curriculum coverage. Additional time for Subject Leaders to audit coverage for their subjects. (£1,500 +£4,500)</i> | | PLs IH | July '21 Jun '21 |
| | | | Section 1 cost | £ 12,000 |

ii. Targeted approaches

| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Start date |
|---|--|------------------------|--------------------------|------------|
| <u>Assessment</u> Individual and groups of children requiring additional interventions are identified, due to lack of progress either in relation to their prior attainment or lack of engagement/impact of the pandemic | CTs meet with SLT to predict EoY outcomes for children in Reading Writing & Maths. CTs meet with Phase leaders to identify groups or individuals for targeted interventions in reading or Maths. (£1000) | | ED/IH/JM SF/SA/JM | Jun 21 |

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|--|--|--|-----------------|----------------|
| <u>Intervention programmes</u> Regular Reading & Maths groups impacting on filling gaps and improving confidence and fluency. Yrs 1-6 Language & Communication focus for N & R. | CTs & TAs prioritise afternoon intervention groups in each year group based on Probable/Possible predictions. Additional focus on these children during lessons also. Additional CT support in Yr6 re Maths Fluency Additional Reading Comprehension Groups T/W/Th (£6,500 + £8,000) | | JM HS | Feb 21 |
| <u>Phonics</u> Reduce the number of children who are not close to achieving the expected level in Phonics in Years 1, 2 and 3 | Additional Float Teacher Support – Yr1 & Yr2 every morning Targeted groups led by a CT in Year 3 T/W/Th (£9000) | | JB EB/SN | |
| Section 2 cost | | | | £24,500 |

| iii. Wider Strategies | | | | |
|---|--|-------------------------------|---|---------------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>Access to technology</u> In school, children have access to technology to support learning with additional online resources and activities. Laptops and/or internet access are available to individual pupils self-isolating at home, if necessary. | <i>Ensure all additional government laptops are configured and have appropriate software.</i> £750 | | IH | Feb 21 |
| Section 3 cost | | | | £ 750 |
| | | | Total cost | £37,250 |
| | | | Cost paid through Covid Catch-Up | £35,555 |
| | | | Cost paid through school budget | £1,695 |