

## Millbrook Primary School Catch-Up Premium Plan

| Academic Year | Total Catch – Up Funding | Number of pupils |
|---------------|--------------------------|------------------|
| 2020-21       | £21,360                  | 260              |

| <b>Guidance</b>   |   |
|---|---|
| <p>Children and young people across the country have experienced unprecedented disruption to their education because of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds have been among the 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.</p> <p>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.</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   |
| <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> |

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|  | <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>Mathematics</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 – some children are not able to recall addition and subtraction facts, times tables and have forgotten once taught calculation strategies, others have forgotten place value and links between numbers .</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. On the whole children have remembered the presentation expectations and there is a desire for writing for most children however, structures in writing have been forgotten and many children are struggling with sustained 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>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, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Many of our disadvantaged and vulnerable children have done little reading.</p>  |
| <b>Wider Curriculum</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 the many enrichment activities we have previously done</p>   |

| Planned Expenditure  |   |  |                |                             |
|--|---|--|----------------|-----------------------------|
| 1.) Teaching and whole school strategies   |   |  |                |                             |
| Desired outcome  | Chosen Approach   | Impact (after review)  | Staff led      | Review Date                 |
| <p><u>Supporting teaching and learning</u></p> <p>An Essentials Curriculum will support teachers in delivering additional lessons in English and maths to support pupils and attempt to fill in gaps. The curriculum will phase in Foundation Subjects aiming to move to a full curriculum by Summer 2021.</p> | <p>The Essential Curriculum was written ready for September reopening. Teachers were liaised with to ensure it was fit for purpose. Teachers have been given all staff meetings in order to have time for increased planning.</p> <p>£560</p> | <p><b>Jan 21 review</b></p> <p>Throughout Autumn 20, teachers worked through the Essentials Curriculum ensuring pupils had additional catch up in both English and Maths. The overwhelming majority of pupils made 2 points progress as demonstrated to governors (Standards &amp; Achievement Committee Jan 21). This has been paused during the Spring 21 national lockdown.</p> | JW             | Mar 21                      |
| <p><u>Continuous Professional Development</u></p> <p>Ensure all coordinators have access to high quality training and information to help lead their subjects. Provide virtual training to support teachers with strategies to help fill gaps in pupils learning and accelerate progress.</p>                  | <p>A thorough CPD programme is in place for all teachers and leaders of subjects. CPD focusses on both subject specifications as well as effective teaching and learning programmes to help pupils catch up.</p> <p>£2000</p>                 | <p><b>Jan 21 review</b></p> <p>A good programme of CPD was in place during Autumn 2020. Some CPD is happening during Spring 21 but this has been hampered by the national lockdown.</p>  | JW             | Dec 20<br>Apr 21<br>July 21 |
| <p><u>Teacher 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</p>  | <p>We have purchased additional books to support the Power of Reading to help teachers in both delivering and assessing.</p>  | <p><b>Jan 21 review</b></p> <p>Teachers worked hard during the Autumn term trying to fill gaps in learning and made excellent progress. We will</p>  | JD<br>JM<br>MC | Dec 20<br>Apr 21<br>July 21 |

| aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.  | All pupils will undergo a formal reading test to ascertain progress. Premium maths was purchased to support teachers in planning and assessing the White Rose Maths.<br><br>£1244 & £805   | look to extend that upon school reopening.  |                  |                      |
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| <b>2.) Targeted approaches</b>   |  |   |                  |                      |
| <b>Desired outcome</b>   | <b>Chosen Approach</b>   | <b>Impact (after review)</b>  | <b>Staff led</b> | <b>Review Date</b>   |
| <u>Reception and Key Stage 1 interventions</u><br><br>Class 1 – 4 will have interventions delivered each afternoon by a qualified teacher and EYFS teaching assistant. They will be able to identify need, target intervention and work with small groups and individuals. There will be support within this to prepare children for the Autumn 2020 Year 2 phonic check.  | Pupils are withdrawn in both groups and individually for targeted work on both English and Maths. Catch up reading and phonics has taken the highest priority.<br><br>£6095 & £2071  | <u>Jan 21 review</u><br>This was mostly very successful (some weeks where disrupted when key staff and pupils had to isolate). 70% of Year 2 achieved the success rate in the Autumn 2020 phonic check which proved how successful interventions had been.  | CL               | Jan 21               |
| <u>Key Stage 2 Interventions</u><br><br>Catch Up English intervention for Year 3 and 4 pupils to improve reading and writing levels and move children closer to age related expectations.<br><br>12 x Y5 pupils will receive 1:3 tutoring in English by a tutor from the National Tutoring programme for one hour per week, for 15 weeks.<br><br>An Academic Mentor will be appointed to work with Year 4 – 5 pupils narrowing the gap | Two teaching assistants are timetabled each afternoon for 1:1 reading sessions with identified pupils in Year 3 and 4<br><br>A tutor from the National Tutoring Programme 'Tutor Trust' has been appointed for this role.<br><br>School have nominated a qualified teacher to fast track into this process. In the | <u>Jan 21 review</u><br>Teaching assistants spent some time with pupils they had previously worked with as some had regressed during lockdown after completing very little work. Other began to catch up quickly.<br><br>Y5 pupils had 3 x sessions of national tutoring. This has been paused during lockdown. Whilst online tutoring is possible, it would be difficult | BW<br><br>JM     | Mar 21<br><br>Apr 21 |

| <p>in both English and Maths through targeted intervention.</p> <p>Y6 pupils are split into two groups for every English and Maths lesson to target learning to need and both fill gaps and accelerate progress.</p> <p>Year 6 will have additional afternoon sessions between December and May to fill gaps in pupils learning in order to move them nearer Year 6 expectations.</p>  | <p>meantime, we will employ a HLTA to work with groups of pupils.</p> <p>Children are split into ability groups for Maths, Spelling Mastery and English. This enables targeted support to be given to pupils in filling in gaps and accelerating progress</p> <p>This will focus on ensuring lower attaining pupils can have more gaps filled and move them closer to year 6 expectations.</p> <p>£3605 &amp; £750 &amp; £4000+ &amp; £11,784</p> | <p>to monitor pupil engagement and progress.</p> <p>Pupils in Year 6 made very good progress during the Autumn term. Confidence levels of lower achieving pupils was much evident.</p> <p>This additional support was halted in January after national lockdown.</p>   | <p>JM/JW</p> <p>JW</p>                      | <p>April 21</p> <p>Mar 21</p> <p>Mar 21</p> |
|--|---|--|---|---|
| 3.) Wider Strategies   |   |  |   |   |
| Desired outcome  | Chosen Approach   | Impact (after review)  | Staff led                                   | Review Date                                 |
| <p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of</p> | <p>Additional online resources have been bought such as Education City to support pupils learning at home. Spelling Shed has been purchased so that children can practice at home.</p> <p>2-week home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be</p>   | <p><b>Jan 21 review</b></p> <p>Teachers planned well for remote learning which proved beneficial during Spring 20 lockdown. Home learning paper packs were given out to all children in January 2021 and replenished every two weeks. Engagement of pupils increased to over 80% of pupils. Contact was made with all parents whose pupils did not engage online and support offered. During Autumn term</p> | <p>BW/ JW</p> <p>JD/MC</p> <p>All staff</p> | <p>Mar 21</p> <p>Dec 20 / Mar 21</p>        |

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| ability of child/parent to navigate the online learning.  | purchased and set aside for children to take home when home-learning occurs.<br><br>£807.50 & £500 & 234   | all pupils isolating were give two week home learning packs  |    |                             |
| <p><u>Access to technology</u></p> <p>When pupils are isolating, they will have access to a laptop to access all online learning and zoom lessons while at home.</p> <p>Teachers have access to Zoom to deliver online lessons when class bubbles are isolating</p> | <p>Leaders will ascertain who is eligible for a device through the laptop scheme for disadvantaged pupils. Any pupil requiring a laptop for home learning, can borrow one for a two-week period.</p> <p>To ensure a good home learning package which is accessible and enables all pupils to access.</p> <p>£240</p> | <p><b>Jan 21 review</b></p> <p>Laptops were delivered to 52 pupils and free SIM cars were given out with 90 days internet access for children struggling with online connection.</p> <p>The school applied for 30 Kindle and 10 -15 Chrome books to support remote learning.</p> <p>All teachers from Class 3 and above have delivered regular zoom lessons.</p> | JM | <p>Feb 21</p> <p>Mar 21</p> |
| <b>Total budget - £34,696</b>   |  |  |    |                             |
| <b>Cost paid through Catch up - £21,360</b>   |  |  |    |                             |
| <b>Cost paid though budget - £13,336</b>  |  |  |    |                             |
|   |  |  |    |                             |