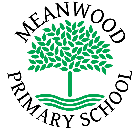
**** **Catch-Up Premium Plan**

**Meanwood Primary School**

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| **Summary information** | | | | | |
| **School** | Meanwood Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £29,040 | **Number of pupils (Reception –Year 6 – October census)** | 363 |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology |

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| **Identified impact of lockdown** | |
| **Maths** | 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’.  Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs 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. |
| **Reading** | Children’s access to reading during lockdown more than any other subject was impacted as the majority of children do not have ready access to quality texts at home. 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. Children’s phonics knowledge has been impacted as a result of not having daily practice. |
| **Non-core** | 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 powerful curriculum moments. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning  Children need structure to their writing and all staff are clear on the fundamentals of The Write Stuff by Jane Considine  Children’s reading has suffered during lockdown and we are keen to ensure that children have access to a wide variety of quality texts and also ensure that they are making good progress  Children’s phonological ability has deteriorated during the period away from school therefore we want to ensure that we are supporting this throughout school but targeted up to Year 4 initially through extra RWI resources | ***Purchase additional manipulatives for EYFS/KS1 initially.***  ***(£2000)***  ***Purchase training for all staff to access online –The Write Stuff***  ***(£1300)***  ***Purchase materials to support the delivery of The Write Stuff across school***  ***(£2000)***  ***Purchase Accelerated Reader and categorise books – ensure that initial assessments are carried out***  ***(£3939.79)***  ***Purchase additional RWI resources for children to access up to Year 4 (and beyond for 1:1)***  ***(£4000)*** |  | JF  LP  LP  HC/LC  LP/EB | Feb 21  April 21  April 21  Feb 21  Apr 21 |
| **Total budgeted cost** | | | | **£13,239.79** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of reading fluency, mathematical fluency and greater writing ability.. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Mathematical knowledge of number facts and times tables will increase and sentence structure and grammatical ability will improve | TA4 s timetabled to support in classes across school to provide 1:1 and small group support/release the teacher to complete these  **(£729.51 per week)**  **(£27721 per year)** |  | SLT | Feb 21 |
| Extended school time  Identified children are able to access a weekly catch-up club for phonics and reading, 1 hour per week in Year 2 -6. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. | ***Children identified by teachers to have extra phonics and reading sessions lead by TAs from year group bubble***  ***Funded through PP*** |  | Class teachers | Ongoing |
| **Total budgeted cost** | | | | **£27,721** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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. Purple Mash will also be used in class to support small group intervention and 1:1 as well as whole class lessons  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | ***Additional online learning resources will be purchased, such as Purple Mash***  ***(£1150)***  ***Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***(£500)*** |  | LC/HV  KB | Feb 21  Feb 21 |
| Access to technology  Purchase 30 laptops to add to current allocations | ***Money allocated through LA*** |  | JFl | Feb 21 |
| **Total budgeted cost** | | | | **£1,650** |
|  | | **Cost paid through Covid Catch-Up** | | **£29040** |
|  | | **Cost paid through LA donations** | | **£15,000** |
|  | | **Cost paid through school budget** | | **£13,570** |
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