



# COVID Catch Up Premium : Middleton Parish Church School

Summary information				
<b>School</b>	Middleton Parish Church School			
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 32,600	<b>Number of pupils (R – Y6)</b> Boys/Girls 223/211      Total = 434 (Including Nursery) Pupil Premium 129 (29.7%) EAL 49 (11%) SEND 33 (7.6%)    School Support 27    EHCP 6

The Catch Up programme is a programme supported by the Government to support child in making rapid progress due to COVID 19, the aim is to support each child's educational needs so that any gaps in children's learning can be diminished.

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two helpful guidance documents:

"The EEF guide to supporting school planning – A tiered approach to 2020-21"

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

and

"Covid-19 support guide for schools"

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

These documents suggest schools plan using a tiered approach with respect to school improvement in order to support children to catch-up. "Catch-up" in this context refers to the children learning the main aspects of the curriculum they missed when schools were closed during the first lockdown (March-July 2020.)

This tiered approach describes 3 tiers and the areas of provision within the tiers which schools, they suggest, should focus on to have the greatest impact this year.

(The *green text* are the areas within the "The EEF guide to supporting school planning" and the *red text* are those areas detailed in the "Covid-19 support guide for schools.")

Tier 1 Focus 1/2	Tier 2 Focus 1/4	Tier 3 Focus 1/4
<i>Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)</i> <i>Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)</i>	<i>Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)</i> <i>Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)</i>	<i>Wider strategies (supporting pupils' social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successful implementation in challenging times)</i> <i>Wider strategies (Supporting parent and carers, access to technology and summer support)</i>

### Barriers to getting pupils back on track

- Loss of learning due to school closure
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time
- Changes in behaviour, including anxiety
- Pupils not being able to make links to previous learning
- Phonics knowledge and application for pupils in EYFS and KS1
- Lack of foundations of learning / school readiness in Early Years.
- Tiredness and lack of routines
- Poor attendance (isolation/anxiety/separation)

### What we plan to do:

- Undertake phonics baseline assessments for children in Key Stage 1 in September '21 and then every 6-8 weeks to ascertain what phonics intervention may be needed and implement at a time when children will all access
- Purchase, undertake and implement Wellcomm Early Years and the Primary toolkits to identify speech and language difficulties and provides activities to address them.
- Focus on core skills that enable successful learning including spelling of high frequency words, basic sentence punctuation, handwriting, times tables recall, basic fact recall of 4 operations and age appropriate reading skills.
- Ensure that all learning opportunities are well planned, learning expectations are clear and that relevant feedback is provided during and after lessons.
- Provide children with regular opportunities to express their feelings and anxieties and have the opportunity to ask questions.
- Subsidise the cost of extra staff in all Key Stage 2 classes so that targeted interventions can be actioned swiftly
- Increase number of children accessing Third Space Maths across Key Stage 2
- Purchase and implement SNAP Assessment to pinpoint specific learning and behavioural difficulties which, unidentified, may limit a child's potential to learn.
- Robust remote learning plan and individual learning packs for home, involving the purchasing of google classroom and zoom.
- Bubble based collective worship and online worship for whole school
- School to provide healthy meal parcels for families in need
- Support the mental health and wellbeing of all children by working on the Wellbeing Award to ensure mental health and wellbeing sit at the heart of school life
- Deliver a whole school recovery curriculum based on the book 'We are Here' to support the reconnection of the school community
- Ensure additional robust safeguarding/pastoral provision
- Monitor and action pupils at risk of persistent absenteeism

**Teaching and whole-school strategies**

Desired outcome	Action	Staff lead	Success Criteria
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced</p> <p>To develop an effective remote offer that supports the learning of pupils while schools are closed due to Covid19</p>	<p>Staff meeting time allocated to mapping the recovery curriculum.</p> <p>Curriculum objectives are highlighted and identified as not taught or taught and those essential for progress</p> <p>'Missed' objectives annotated to show when these will be addressed.</p> <p>Use of whole class morning maths/afternoon SPAG booster sessions used to teach and consolidate 'missed' objectives.</p> <p>CPD provided to teachers on high quality teaching for all:</p> <p>Chris Quigley whole school curriculum and retrieval practise.</p> <p>Rosenshine books purchased and whole school staff meeting on implementing strategies to ensure great teaching in all lessons.</p> <p>Staff CPD on ensuring the elements of effective remote teaching are present –e.g. clear explanations, scaffolding and feedback</p> <p>Provide access to technology (laptops)</p> <p>Provide access to other ways of working for individual children or families as required e.g. Paper packs</p> <p>Remote Education Policy written and implemented</p> <p>Teachers and support staff provided with training on Google Classroom</p> <p>Pupils to regularly rehearse using Goggle Classroom when in school</p> <p>Parent information session on Goggle Classroom</p>	<p>FW</p> <p>LM</p> <p>ST</p>	<p>Staff understand how to amend and adapt the curriculum to address lost learning</p> <p>Children work through well sequences, purposeful learning schemes</p> <p>Essential/foundation concepts are taught</p> <p>Pupils have the knowledge and skills necessary to progress in their learning</p> <p>Teachers know when and how missed learning will be addressed.</p> <p>High quality teaching for all.</p> <p>Teachers develop a broad array of teaching strategies that positively impact upon long-term learning</p> <p>All staff effectively use retrieval practice to ensure that prior learning is not lost.</p> <p>A strong remote learning offer is in place to support children learning at home as a result of isolation or national lockdown</p> <p>Remote learning curriculum is broad and balanced reflecting, as far as possible, that taught in school.</p> <p>An online learning platform is in place and all staff are trained in its use</p> <p>Pupil engagement levels with remote education are high (90+%)</p>

<p><u>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 aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Baseline assessments are carried out and areas identified for intervention          Verbal questions, and low stakes quizzes used to diagnose gaps in learning and informing teaching.          CPD to teachers on effective retrieval practice          Purchase and implement assessment test base packages.          Complete termly tests and use analysis of results to inform pupil progress meetings and future planning.          Purchase and implement the following subscriptions to support teaching &amp; learning and feedback:          -TTRockstars          -White Rose Maths          -Third Space</p>	<p>FW LM</p>	<p>Analysis of individual data (tests, pupil's books) will show that gaps have been filled and progress is being made          Teacher uses assessment to inform planning</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Middleton Parish Church School have the opportunity to become familiar and confident with the setting before they arrive.</p> <p>Pupil's social and emotional health is supported as they return to / join school.</p>	<p>Virtual tour of Middleton Parish Church School Primary School created and placed on website.          Children are able to retrieve key knowledge and develop increased fluency          Baseline Assessments completed          Mental Health and Wellbeing Lead provide teachers with activities to boost resilience and self esteem          Liaison with secondary schools to plan transition activities for current Year 6          Begin work on the Wellbeing Award          Year group specific parents information film developed and shared to outline year group expectations and how they can support catch up          Meet the teacher session in Sept '20          1:1 phone call for children with IEPs to support transition          Early parents evening (Oct '20)          We will ensure all teachers have the opportunity to discuss curriculum gaps upon class handover</p>	<p>FW CR All class teachers Engagement and Inclusion Team</p>	<p>Pupils' wellbeing and learning needs are assessed enabling teachers and other school staff to provide effective support.          Pupils return to school ready to learn and prepared for this stage of their education.          Children understand the expectations as regards their work and behaviours upon returning to school.          Parents understand the expectations and how to support their child.          Parents understand the ways in which the school is helping their child to recover and supporting their children at home          Pupils feel that they can manage complex emotions.</p>

Targeted approaches			
Desired outcome	Action	Staff lead	Success Criteria
<p><u>1-to-1 and small group tuition</u></p> <p>To establish structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress.</p> <p>Identified gaps within the foundation curriculum will be identified and catch up sessions offer to redress balance.</p> <p>Non-negotiables for maths and English will be revisited to ensure that they are appropriate and “catch up” and ‘new’ learning.</p>	<p>Teachers and support staff deliver same day interventions for closing the gaps and addressing misconceptions.</p> <p>Teachers and support staff deliver weekly interventions to address identified gaps across school from R-Y6</p> <p>Additional daily phonics lesson timetabled</p> <p>Small group phonics delivery.</p> <p>Real Trust training on developing resilience through play.</p> <p>Based on baseline assessments – delivered by teachers and support staff.</p> <p>Weekly Speech and Language sessions delivered by pastoral and support staff for identified children.</p> <p>Wellcomm speech intervention delivered weekly in Nursery, Reception and Year 1 to address gaps in speech and language</p>	<p>FW VD</p>	<p>Analysis of individual data (tests, pupil’s books) will show that gaps have been filled and progress is being made</p>

**Wider Strategies**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Staff lead</b>	<b>Success Criteria</b>
<p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home..</p> <p>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.</p> <p>Ensure that children/ families have access to external services if required.</p>	<p>Additional online learning resources will be purchased,Oxford Owl, TTR will be used as part of our remote learning package.</p> <p>Where required, SEND pupils are provided with personalised learning packs.</p> <p>Home-learning paper packs are printed and ready to distribute for all children.</p> <p>Effective contact with parents by phone or via socially distanced home visits as necessary</p> <p>Remote 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 remote-learning</p> <p>Stationery packs and mathswork books purchased and sent home.</p> <p>Families are supported with SEMH, Early Help offered to identified families, referral to external agencies as appropriate.</p>		<p>Children resilience and independence improves.</p> <p>Parents will be better equipped to support their children’s emotional needs and help them to regulate at home.</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective remote-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Audit of all families access to a device</p> <p>Safeguarding settings to be added to devices</p> <p>Pupils without access are provided with devices</p> <p>Loan school laptops to disadvantaged pupils without a device</p> <p>Claim government issued laptops</p> <p>Advice from EDIT team followed in terms of most appropriate devices to support home learning.</p> <p>EDIT team to support parents with remote technology support when needed.</p>	ST FW	<p>Seamless transition between school and remote learning in the event of school/bubble closures.</p> <p>Remote learning engagement is good (over 90%).</p>