

## Catch up funding statement 2020 - 2021

<b>Total amount of catch up funding:</b>			
<b>Total number of pupils:</b>	<b>290</b>		
<b>Number of disadvantaged/ pupil premium:</b>	<b>90</b>	<b>Number of EHCP</b>	<b>8</b>
<b>Number of SEND including EHCP</b>	<b>44</b>	<b>Number of LAC</b>	<b>3</b>

At Moat Hall Primary School, we know the educational impact of COVID-19 is significant. We are committed to ensuring that all our pupils return to formal school in the safest possible way. Despite our best efforts, groups of children will return to school having missed substantial parts of their education. Our aim is to allow every child to go through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

Our curriculum will enable us to rebuild relationships; understand the individual child and their community; acknowledge and manage loss; know, acknowledge and address the gaps in learning through a transparent curriculum and ensure all children continue to develop the skills for learning which engages and inspires. Using our learning animals, our curriculum will value and promote:

adaptable, flexible and resourceful learners (chameleon)



motivated, enthusiastic, engaged and focused learners (dog)



curious, investigative and problem solving learners



hardworking, team players and collaborative learners (bee)



perseverance and resilient learners (tortoise)



thoughtful and reflective learners (owl)



Our children’s well-being will be at the heart of everything we do to ensure they all restore mental health, so that their aspirations for their future can be achieved. We will ensure all our pupils receive the best possible education, enabling every child to achieve their potential, irrespective of their educational, social and emotional experiences during this global pandemic.

Quality first teaching for every pupil is imperative to ensure that the gaps in children’s knowledge and understanding are filled rapidly. We intend to use the catch up funding in addition to high quality teaching to address the learning needs of the pupils who require it most. This might be pupils who are disadvantaged and in receipt of pupil premium, those pupils who have been identified as returning to school with the most significant academic regression, or those who have returned with significant concerns regarding their emotional well-being.

The government catch up funding allocated to Moat Hall Primary School is used as effectively as possible to tackle these differences and inequalities and rapidly raise pupil outcomes. Strategic interventions are deployed across the school to ensure the most effective use of this funding to maximise impact. These interventions are reviewed half termly to ensure impact and value for money. At Moat Hall primary School this action plan has been created to ensure we continue to drive progress and improve provision for all pupils.

**What are the main barriers to educational achievement faced by pupils at Moat Hall Primary School?**

The contextual information is crucial for ensuring our approaches are targeted and focus on the correct issues. It is anticipated that the barriers to learning identified below will be experienced by more of our pupils than ever before, and those that faced them previously, will have these barriers exacerbated due to the impact of COVID-19.

There is an acceptance that the overwhelming majority, if not all pupils, will have been negatively affected in some way by the COVID-19 pandemic. We have identified the following ‘COVID-19 specific’ issues affecting our pupils:

- Significant gaps in pupils’ skills and knowledge due to lack of daily teaching and daily practice.
- Pupils have missed significant experiences affecting their cultural capital and ability to make connections in their learning.
- Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.
- Lack of engagement with home learning during school closure/self-isolation.
- Poor speech and language; lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults.
- Home environments lacking structure, routines and appropriate boundaries during school closure – affecting pupils’ behaviour for learning and mental health.
- Mental health issues affecting our pupils’ wellbeing and academic performance.

**Spending priorities and rational for strategic plan**

<b>Priority 1</b>	To identify and rapidly close gaps in academic learning for pupils identified as vulnerable or as having returned to school with significant gaps in learning.
<b>Priority 2</b>	To target pastoral support to the most vulnerable children to support their emotional wellbeing and mental health.

<b>Priority 1</b>					
<b>Priority</b>	<b>Objective</b>	<b>Rationale</b>	<b>Implementation strategies</b>	<b>Cost of implementation</b>	<b>Outcomes/ evidence of impact/ monitoring</b>

<b>Priority 1</b>	To improve the communication and language skills, expressive and receptive vocabulary, and listening and narrative skills of children in the EYFS to ensure they are ready for the next stage of their education.	<ul style="list-style-type: none"> <li>Lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults during school closure.</li> <li>Poverty of language (poor spoken English and limited vocabulary knowledge)</li> <li>Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.</li> <li>Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.</li> <li>Lack of engagement with home learning during school closure or self-isolation.</li> </ul>	<p>WELLCOM speech and language early years assessment tool implemented in the foundation</p> <p>SW to become 'expert' in delivering and assessing the children across EYFS</p>	<p>30 mins x 92 children = 46 hours 46 x £16.17 (price per hour of TA taken from nursery) = £800</p> <p>Additional resource books £200</p> <p>Total £1000</p>	<p>EYFS/ reception staff will have accurate knowledge of identified strengths and weaknesses (gaps) in pupil knowledge to inform teaching and learning.</p> <p>Interventions to address these gaps will continue throughout.</p> <p>Monitoring: Lesson observation by phase leader/ pupil discussion undertaken termly to determine impact. Assessments to be completed termly.</p>
	To close gaps in EY rapidly upon return	<ul style="list-style-type: none"> <li>Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.</li> <li>Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.</li> <li>Lack of engagement with home learning during school closure or self-isolation.</li> </ul>	Children to complete spring assessment upon returning to school. The gaps will be addressed during the course of the day.	No cost	<p>Pupils will close the gaps rapidly when working in small group support.</p> <p>Summer assessments will show good progress and gaps closed.</p> <p>Data analysis from phase leader</p>
	To close the gaps in phase 2 and 3 phonics	<ul style="list-style-type: none"> <li>Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.</li> </ul>	All children to be reassessed upon return. Groups to reflect outcomes Phonics interventions to run in addition to teaching sessions.	No cost	<p>Pupils will close the gaps rapidly when working in small group support.</p> <p>Summer assessments will show good progress and gaps closed.</p>

					Data analysis from phase leader
	To rapidly improve KS1 pupils' ability in phonics and reading fluency; phonological awareness and letter-sound knowledge, oral blending, sight reading of phonetically irregular words, their ability to read fluently.	<ul style="list-style-type: none"> <li>• Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.</li> <li>• Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.</li> <li>• Lack of engagement with home learning during school closure or self-isolation.</li> </ul> <p>Pupils in KS1 (Year 1 &amp; 2) missed a substantial amount of daily phonics teaching due to school closure. In addition, many pupils did not read regularly at home or practise their phonics skills. Developing these early reading skills is fundamental to accessing, and achieving success in, all aspects of our curriculum and essential for success in later life. Baseline phonics/ reading assessments show that there is a clear increase in the number of pupils in the lower phonics bands used to assess and group pupils each term. Proportion of pupils in the lowest three bands has risen. The proportion of disadvantaged pupils within these lower phonics bands has also risen.</p>	<p>1 additional FTE teacher (paid term time only M2) to support phonics in year 1</p> <ul style="list-style-type: none"> <li>• HT to take Y1 and Y2 phonics groups. Small intervention groups to for identified children who will struggle to pass the test.</li> <li>• Interventions to last until reassessed in autumn, spring and summer.</li> <li>• Sessions focus on oral blending, phoneme/ grapheme correspondence, sight reading of pseudo words.</li> </ul> <p>Staffing requirements:</p> <ul style="list-style-type: none"> <li>• HT x 2 groups</li> <li>• Additional phonics groups teacher led</li> </ul>	<p>2 x 30 minutes daily of HT time</p> <p>2x 30 minutes of FTE M2 support teacher daily</p>	<p>Improved performance of targeted pupils, particularly disadvantaged pupils, in phonics</p> <p>Pupils meeting expected progress measures through the phonics programme.</p> <p>Gap eradicated between disadvantaged and non-disadvantaged pupils in relation to phonics test outcomes/ performance in phonics.</p> <p>Monitoring: Lesson observations and pupil discussion by phonics lead.</p> <p>Assessments will be undertaken to ensure children are in the correct groups and rapid progress is made.</p>
	To support the pupils in year 1 and 4 primarily, with	<ul style="list-style-type: none"> <li>• Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.</li> </ul>	<p>FTE teacher employed to support year 1 and 4.</p> <ul style="list-style-type: none"> <li>• Support in carrying out diagnostic</li> </ul>	<p>FTE M2 teacher (term time only)</p> <p>See separate timetable of support</p>	<p>PUMA and PIRA data will show progress made from starting points.</p>

	<p>reading, writing and maths catch up</p>	<ul style="list-style-type: none"> <li>• Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.</li> <li>• Lack of engagement with home learning during school closure or self-isolation.</li> </ul> <p>The current year 1 and 4 cohorts have a larger proportion of SEN and disadvantaged pupils compared to the rest of the school.</p> <p>The SEN children range from ASD, SEMH, Global delay and learning difficulties.</p> <p>There are 2 children with EHCPs and 2 children pending decisions.</p> <p>The engagement for these year groups was poor throughout the lockdown.</p> <p>Some of these pupils have challenging behaviours that can present as a barrier to their learning.</p> <p>There are also a number of safeguarding concerns in these year groups.</p>	<p>assessments to identify gaps in learning;</p> <ul style="list-style-type: none"> <li>• Release class teachers so they can deliver targeted interventions to those children with gaps.</li> <li>• Plan a series of lessons decided upon by class teacher and support teacher to deliver to the rest of the class.</li> <li>• Support in ongoing assessments to measure the impact of the interventions.</li> </ul>		
	<p>To improve academic outcomes of targeted pupils across the school from year 1 to year 6 in reading writing and maths.</p>	<ul style="list-style-type: none"> <li>• Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.</li> <li>• Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.</li> <li>• Lack of engagement with home learning during school closure or self-isolation.</li> </ul>	<p>All teachers and teaching assistants to have a group of targeted pupils to deliver additional sessions twice a week.</p>	<p>No cost as directed time for teachers. TAs work until 4pm.</p>	<p>PUMA and PIRA data will show progress made from starting points.</p>

		After initial diagnostic assessments are carried out a targeted group of children will be invited to stay for after school boosters 2 nights a week.			
	To improve academic outcomes of targeted pupils from years 3, 4 and 5 in reading and maths using the Catch Up Programme.	<ul style="list-style-type: none"> <li>• Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.</li> <li>• Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.</li> <li>• Lack of engagement with home learning during school closure or self-isolation.</li> </ul> <p>Using PIRA and PUMA data, pupils are identified for additional support 2 x 15 mins per week with 1-1 adults. Assessments will be carried out using the programme and interventions will be delivered and tracked.</p>	<p>4 x TAs trained in Catch up Programme (2 English, 2 maths) Afternoons will be delivering the Programme to pupils</p> <p>Staffing requirements:</p> <ul style="list-style-type: none"> <li>• Staff training: 4 staff x 10 hours of training = 50 hours</li> <li>• Training is in the form of a series of live webinars. There are opportunities to ask questions. Training documentation is provided.</li> <li>• Leading sessions: 2x 15 mins a week per child.</li> </ul>	4x£450 per person trained	<p>Assessments in the Catchup programme and PUMA and PIRA will show progression.</p> <p>Improved performance of targeted children.</p> <p>Gaps identified in the diagnostic assessments in reading and maths will be eradicated</p>

<b>Priority 2</b>					
<b>Priority</b>	<b>Objective</b>	<b>Rationale</b>	<b>Implementation strategies</b>	<b>Cost of implementation</b>	<b>Outcomes/ evidence of impact/ monitoring</b>
<b>Priority 2</b>	All staff to receive training to identify and support mental	<ul style="list-style-type: none"> <li>• Increased pressure on families throughout lockdown has had a negative impact on the emotional wellbeing of pupils,</li> </ul>	Training for all staff regarding supporting mental health and wellbeing for all pupils.	Webinars x 5 members of staff £20 each Webinar free of charge	Staff are able to identify potential SEMH issues quickly and signpost families to the correct agencies when needed.

	health and wellbeing.	<p>especially those with existing family issues.</p> <ul style="list-style-type: none"> <li>• Higher levels of anxiety in pupils returning to school after extended period of time out of school routines.</li> <li>• Increased financial pressures will lead to increased social and emotional worry.</li> </ul>	Staff are aware of signs and triggers to look out for and to provide nurture and support for those pupils.	Emotional literacy 4 hour course x 4 weeks – free of charge	Staff can provide activities and training for the children to support the return to school.
	To provide high quality emotional support for the most vulnerable children in school.	<ul style="list-style-type: none"> <li>• All classes to have dedicated TA to support the return of pupils back to school.</li> <li>• If needed nurture groups to be set up to give the children chance to discuss feelings and anxieties.</li> </ul>	Nurture groups if needed Discussions about anxiety and experiences during lockdown.	None	Children feel secure to be able to discuss concerns and worries when returning to school.