



Catch-Up Premium Plan

The Meadows Primary School

Summary information					
School	Meadows Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£6560	Number of pupils	79

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

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](#).

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](#) 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.

EEF Recommendations

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
- Summer support

Identified impact of lockdown

Personal Development and Emotional well being

The Coronavirus pandemic has brought turmoil and uncertainty to all of our lives. Schools were instructed to close their gates on March 20th. It would be naive of any school professional or parent to think that a child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Schools were closed for the vast majority of pupils for nearly six months. The usual pattern of a school year with all of the annual cycle of events was abruptly halted, followed by many weeks of uncertainty.

Children's learning behaviours have inevitably been impacted. Children's resilience and ability to demonstrate each of our Secrets of Success has regressed.

Maths

The vertical accumulation of knowledge and skills has been interrupted. meaning some content has not been covered from the previous year.
 Loss of recalling number facts fluently.
 Less resilience when problem solving.

Writing

Loss of stamina for writing.
 Regression in sentences being accurately punctuated, using a range of punctuation.
 Regression of handwriting.
 Regression in reading comprehension skills.

Reading

Regression of reading speed and fluency
 Regression of phonic knowledge and application.

Non-core

The vertical accumulation of knowledge and skills has been interrupted, meaning some content has not been covered from the previous year. 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.

Planned expenditure

Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programme</u> An appropriate Maths and English intervention, which supports those identified children in reinforcing their understanding of basic skills and application.</p>	<p>Shine targeted interventions for Reading and Maths.</p> <p>A 3-step solution designed to seamlessly assess understanding, identify knowledge gaps and deliver targeted individual and group intervention activities for the areas of weakness demonstrated in pupils' diagnostic test results. Step 1 Assess Step 2 Identify knowledge gaps in Reading and Maths Step 3 Intervene and Improve</p> <p>Planned by a teacher in conjunction with TA delivery.</p>	<p>Gaps were identified for all pupils using the analytical tools of the assessments.</p> <p>In Maths gaps were addressed using the DfE "Ready to Progress2 criteria.</p> <p>Evidenced in book scrutiny, summative assessments.</p> <p>Pupil voice indicated strong engagement by all pupils and positive learning behaviours towards mathematics and reading.</p> <p>Due to the fluidity of the grouping, according to precise analysis, pupils viewed the sessions as inclusive and recognised that they were aiding their recovery of knowledge.</p> <p>Analysis of the progress and attainment Y1-6 evidenced recovery enabling most pupils to remain on their lines of good progress as</p>	<p>EK HP</p> <p>EK</p>	<p>Dec 20 March 2021</p> <p>March 2021 July 2021</p>

	<p>Third Space Online Maths Tuition Intervention Programme 5 pupils receive weekly one to one tuition. Commence January 2021</p>	<p>accumulated during their learning journey.</p> <p>4/5 pupils have demonstrated clear evidence of progression, as evidenced in standardised assessments.</p> <p>5/5 pupils have indicated strong engagement of the sessions, able to verbalise specifically how they've applied learning in their maths lessons.</p> <p>Encouraged pupils to take responsibility for, and play an active role in, their own learning. This has required pupils to develop metacognition – the ability to independently plan, monitor and evaluate their thinking and learning. Staff voice indicates that Third Space has contributed to successful transition. Pupils are more confident, verbalising their thinking, reflecting on strengths and areas to develop.</p> <p>Careful timetabling has ensured interventions do</p>		<p>July 2021</p>
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	<p>Engagement with the National Tutoring Programme. Deployment of a Tutor delivering Primary English for a period of 15 weeks. 3 groups of 3 pupils. Commence April 2021</p>	<p>not compromise the broad and balanced curriculum. Physical Education entitlement has remained unaffected.</p> <p>Due to consistency in planning approaches between intervention tutors and class teachers, pupils have evidenced application in their extended writing activities. Writing stamina has increased. Pupils are applying their grammatically knowledge. Pupils in Y1 and Y4 made strong accelerated progress.</p>		<p>July 2021</p>
Total budgeted cost				£6560

