

Catch-Up Premium Plan

Mayfield Primary School



Summary information					
School	Mayfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,200	Number of pupils	392

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
<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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Transition support <input type="checkbox"/> Pupil assessment and feedback <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers

Identified impact of lockdown	
Maths	<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 – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and as a result fluency. 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. There is evidence that particular approaches to the teaching of grammar in lockdown have been successful in children's subject knowledge as well as some children on.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families. Regular live reading sessions on Zoom encourage engagement with reading. For those that regularly attended these sessions helped to maintain children's understanding of the importance of comprehension and acquisition of new vocabulary. 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.</p>
Non-core	<p>There are now some gaps in knowledge – some units of work have not been taught in their entirety, 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.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)					
i. Teaching and whole-school strategies					
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?	Cost
<u>Supporting great teaching:</u> Teaching of the foundation subjects will be supported by succinct resources that support revision and an understanding of key knowledge and vocabulary. An easy to access 'map' of progress will be available to support both teachers and children in the classroom	<i>Subject leaders will create progression PowerPoints to be used in class for teachers to be able to easily share with children their previous learning – including knowledge and vocabulary. Subject leaders to have time allocated in training days to complete these tasks</i>	Science and GPS completed and shared with staff	SS/PA	Feb 21	£0
<u>Transition support</u> Children will settle back in to school more readily if they have as much continuity of teachers as possible. Not only does not having an additional PPA teacher in a class mean that they have only two teachers each week, it also reduces the number of people in the bubble and thus reduces the risk of the bubble having to isolate and revert to home learning	<i>For all part time teachers hours have been extended so that it is not necessary for them to take PPA during teaching hours</i>		SS/PA	Feb 21	£3,460
<u>Pupil assessment and feedback</u> Leaders, subject leaders and class teachers will be able to readily access up to date data and identify where progress is being made. Class teachers will be able to easily identify where there are gaps for individuals and groups of children in learning Half termly progress checks will be shared with HT's and allocation of interventions will be allocated as a result of analysing the data	<i>Purchase of updated planning and assessment system to support monitoring of progress and identify gaps in learning (O'track)</i> <i>Half termly progress checks via email and Zoom</i>		SS/PA	July 21	£270
<u>PPA at home</u>					
Total budgeted cost					£3,730

ii: Targeted Approaches					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	Cost
<p><u>One to one and small group tuition Intervention programmes</u></p> <p>Specialist maths teacher Leadership team will have a clear understanding of the progress identified groups are making within maths</p> <p>Specialist maths teacher will plan and deliver interventions and also support teachers to deliver interventions as identified through assessments.</p> <p>Children will make accelerated progress and gain confidence in identified areas of the maths curriculum</p>	<p><i>Teacher re-deployed from class base to fulfil following roles:</i></p> <p><i>To support and monitor maths interventions within classes.</i></p> <p><i>To support completion of Sandwell tests and other assessments to identify gaps</i></p> <p><i>To run 1:1 and small group sessions for identified groups</i></p>		<p>LS/SS/PA</p> <p>LS</p>	Dec 20	£32,793
<p><u>One to one and small group tuition Intervention programmes</u></p> <p>Specialist reading teacher Leadership team will have a clear understanding of the progress identified groups are making within maths</p> <p>Specialist reading teacher will plan and deliver interventions and also support teachers to deliver interventions as identified through assessments.</p> <p>Children will make accelerated progress and gain confidence in reading and phonics</p>	<p><i>Teacher re-deployed from class base to fulfil following roles:</i></p> <p><i>To facilitate TRACKS interventions</i></p> <p><i>To facilitate small group catch up phonic sessions</i></p> <p><i>To read 1:1 With identified children</i></p>		<p>RB/SS/PA</p> <p>RB</p>	Dec 20	£32,187
Total budgeted cost					£64,980

iii: Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	Cost
<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 as well as specific resources</p>	<p>Continue to pay for licenses for the following on line learning programs:</p> <ul style="list-style-type: none"> • Spelling Shed • Bug Club • RM Easimaths • Times Tables Rockstars • Seesaw <p>Learning packs purchased with contents: pencils, rubbers, whiteboards, pens, glue, scissor and other individualised resources</p>		SS/PA	Dec 20	
			SS/PA	Dec 20	£294
Total budgeted cost					£294

	Grand total budgeted cost	£69,004
	Cost paid through Covid Catch-Up	£32,200
	Cost paid through school budget	£36,804