



# Catch-Up Premium Plan – Mereworth Community Primary School

## Summary information

<b>School</b>	Mereworth Primary School				
<b>Academic Year</b>	2020-2021	<b>Total Catch-Up Premium</b>	£16,720 (209)	<b>Number of pupils</b>	207

## 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
- 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: March – July 2020

<b>Maths</b>	Specific content has been missed, leading to gaps in learning: Fractions, Decimals, Geometry, Statistics, Measure units were not specifically taught. SEND and disadvantaged pupils have a notable gaps in learning with some children less fluent at recalling addition facts, times tables and once taught calculation strategies. Children are less confident at applying their knowledge with reasoning and problem solving. More able pupils have not had the greater depth challenge within maths areas of learning that they would have received in school. During the lockdown period there were issues of access to learning devices/online learning activities and/or parents choosing to provide their own learning activities via a tutor and therefore not following the school home learning programme.
<b>Writing</b>	Children have lost essential practice of writing skills. Grammar, punctuation, spelling and phonics seem to have been impacted upon the most, leading to lack of fluency in writing. Throughout lockdown it is clear that children did not write as much as they would have done in school, this has affected their writing stamina and motivation to write. It is evident that this has impacted on letter formation and consistent handwriting. Genre features, vocabulary and SPAG terminology have all been negatively impacted. The explicit teaching of phonics to support our younger children with their writing has resulted in 'big' gaps impacting on their ability to write. During the lockdown period the lack of explicit teaching and modelling of writing have impacted on children's lack of progression in this area. There were also issues with parental expectation, accessing the correct physical resources for writing and children writing less often and at length. It is evident that SEND and disadvantaged pupils have more notable gaps in learning.
<b>Reading</b>	Children are less fluent in their reading and the gap between those children that read widely and those children who don't has increased. It is evident that some children lacked access to high quality texts, with limited 'book match' to phonic and or reading ability. Teachers report that these gaps are mostly down to inconsistent daily reading. The explicit teaching of phonics to support our younger children with their reading has resulted in 'big' gaps. For example approximately half a year of missed teaching of phonics in Year R, Year 1 and Year 2 for all pupils is evident in the gap analysis of pupils since their return to school in September 2020 and this is a key area for high focussed teaching and learning. It is evident that SEND and disadvantaged pupils have more notable gaps in learning.
<b>Non-core</b>	There are now gaps in knowledge across whole units of work in different foundation subject areas. Subject Leaders of Foundation Subjects are working on a Recovery Curriculum for this academic year to ensure key concepts, knowledge and skills are taught in their subject area, so that meaningful links can be made across the curriculum.

**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 and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>Supporting great teaching:</u></b></p> <p>To help reignite children's passion and enthusiasm for learning, we need to provide the children with an increased amount of engaging experiences via online resources, phonic reading scheme books and class reading texts.</p>	<p><i><b>Purchase additional class reading texts and phonic reading books</b></i> <i><b>(£400)</b></i></p> <p><i><b>Subscription to White Rose Maths</b></i> <i><b>Subscription to ZOOM</b></i> <i><b>Subscription to Linkalot Spelling</b></i> <i><b>(£788)</b></i></p>		<p>MO/AP</p> <p>HH/AS MO/AP MO/AP/AS</p>	<p>Feb 21</p> <p>Sep 20 Oct 20 March 21</p>
<p><b><u>Assessment and feedback</u></b></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>Improve the impact of feedback by introducing whole class feedback model. This should also increase work-life balance.</p> <p>Improve use of assessment for learning so teachers are able to check for understanding more skilfully, and make suitable adjustments to support children.</p>	<p><i><b>Phonics Tracker for Year R, Year 1 and Year 2 pupils to track phonic attainment and progress</b></i> <i><b>(£124 purchased via the school budget)</b></i></p> <p><i><b>CAT Tests Year 3 and Year 5 to supplement assessment material in school</b></i> <i><b>(£400)</b></i></p> <p><i><b>MnP INSIGHTs Y2-Y6 classes to carry out a detailed gap analysis and assessment of all pupils at the end of Term 1 to inform interventions/catch-up programmes and Recovery Curriculum for Term 2 onwards</b></i> <i><b>(£250 purchased via school budget)</b></i></p> <p><i><b>Maths.co.uk – use assessment material for Term 3/4/5/6 to support ongoing gap analysis to inform interventions/catch-up programmes and Recovery Curriculum each term</b></i> <i><b>(£300)</b></i></p>		<p>AL/AS</p> <p>HH/AS</p> <p>HH/AS</p>	<p>Jan 21</p>
<b>Total budgeted cost</b>				<b>£ 1,888</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>INTERVENTIONS: 1-to-1 and small group tuition</u></b></p> <p>All year groups and all children will receive additional teaching time for specific areas of learning where gaps have been identified.</p> <p>Staff allocated each term to each class to deliver intervention programmes – see term by term staff allocation list – days/times/hours of support for each class.</p> <p>Children in Year R Year 1 and Year 2 will make accelerated progress in phonics.</p>	<p><b><i>Staff allocated to each year group to deliver intervention programmes</i></b> <b><i>(£12,535)</i></b></p>		<p>AL/AS MO/AP HH</p> <p>CK/KW/ MO</p>	<p>Oct 20 Dec 20 Feb 21 March 21 May 21 July 21</p> <p>Oct 20 Dec 20 Feb 21 March 21 May 21 July 21</p>
<p><b><u>Extended school time</u></b></p> <p>Targeted children in year 6 will need to make accelerated progress before the end of the year in reading, writing and maths.</p>	<p><b><i>Existing teaching assistants will provide after school catch up sessions for identified children in maths and reading</i></b> <b><i>(£500)</i></b></p>		<p>KM/NJ/PT</p>	<p>Sep 20 Ongoing</p>
<b>Total budgeted cost</b>				<b>£13,035</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>Supporting parents and carers</u></b></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><b><i>Additional online learning resources will be purchased to support children at home:</i></b>  <b><i>SPAG.com</i></b>  <b><i>Times Table Rock Stars &amp; NUMBOTS</i></b>  <b><i>(£712)</i></b>  <b><i>Mathletics</i></b>  <b><i>(£1,112 purchased via school budget)</i></b></p>		AL/AS	Feb 21
<p><b><u>Access to technology</u></b></p> <p>During the catch-up school provision or a period of bubble closure, children can access additional devices to support their learning.</p>	<p><b><i>Set up of NEW computer suite x32 computers + Laptops so they can be used as part of catch up provision in school and for use at home during bubble closure.</i></b>  <b><i>(£400)</i></b>  <b><i>Including a £13,405 contribution from FOMS and £1,130 from the main school budget</i></b></p>		AL/AS/CS	Sep 20 Feb 21
<p><b><u>Summer Support</u></b> NA</p>				
<p><b><u>Other - Counselling service for pupils</u></b></p> <p>Continue to support the school pupils through the difficulties caused by the global pandemic so that, where possible, staff mental health and wellbeing remains at a strong level.</p>	<p><b><i>Purchase access to 'support line', a counselling service by KCC for school staff.</i></b>  <b><i>(£700)</i></b></p>		AL/PT/CB AS	Sep/Oct 20 Each Term
			<b>Total budgeted cost</b>	<b>£16,735</b>
			<b>Cost paid through COVID-19 Catch-Up funding</b>	<b>£16,720</b>