**Mobberley C of E Primary School**

**Catch-Up Premium Plan**

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| **Summary information** |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £15,773 | **Number of pupils** | 197 |

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| **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 from FS2 to Year 6.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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | 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
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**School Data Post Lockdown 2 (April Baseline 2021)**

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|  | **Broadly In Line or better**  | **Slightly Behind** | **Significantly Behind** |
|  | **Reading** | **Maths** | **Writing** | **Reading** | **Maths** | **Writing** | **Reading** | **Maths** | **Writing** |
| **Y1** (28) | 10 (36%) | 15 (54%) | 14 (50%) | 11 (39%) | 9 (32%) | 8 (29%) | 7 (25%) | 4 (14%) | 5 (18%) |
| **Y2** (29) | 19 (68%) | 21 (75%) | 17 (61%) | 5 (18%) | 3 (11%) | 4 (14%) | 4 (14%) | 4 (14%) | 7 (25%) |
| **Y3** (27) | 16 (59%)  | 15 (55%) | 12 (44%) | 4 (14%) | 6 (22%) | 6 (22%) | 7 (25%) | 6 (22%) | 9 (33%) |
| **Y4** (30) | 16 (53%) | 13 (48%) | 17 (63%) | 10 (33%) | 11 (40%) | 9 (30) | 4 (13%) | 6 (20%) | 4 (13%) |
| **Y5** (27) | 17 (62%) | 14 (52%) | 18 (66%) | 5 (18%) | 8 (29%) | 5 (18%) | 5 (18%) | 5 (18%) | 4 (14%) |
| **Y6** (24) | 19 (79%) | 13 (54%) | 14 (58%) | 3 (12%) | 8 (33%) | 9 (37%) | 2 (8%) | 3 (12%) | 1 (4%) |
| **Total** | **68**  | **42**  | **61**  | **22**  | **33**  | **29**  | **18**  | **20**  | **14**  |

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| **Identified impact of lockdown** |
| Maths | Children have missed the content from the summer term. Recall of basic skills such as times tables, number bonds, addition facts, etc. have been affected. Attainment in all year groups has been impacted by broadly 15%, with the exception of Y2. Data has been gathered by using Puma and Pira assessments. Overall, we feel Maths has been more impacted than literacy during the second lockdown. However, if the significant proportions of pupils in the older year groups (30%-40% in Y4,5,6)who are only slightly behind can be effectively targeted over the summer term, this will bring us up to our School Pre-pandemic target of 80% of pupils on track.  |
| Writing | Regular writing tasks were set during the Spring lockdown as part of ‘live’ online teaching, however, children have missed out on the essential practising of writing skills and the consistency of teacher expectation which would normally run alongside written pieces which is harder to convey with physical distance. Children appear to have lost some of their writing stamina in extended pieces. Some basic skills in letter formation and SPAG have been observed as weaker and need regular emphasis over the Summer term.  |
| Reading | Data shows that Y1 has been severely impacted by the lack of regular reading opportunities. These children get through books much more quickly than older children and have missed being able to access physical books and the quick changeover to new reading material. Y1 have significant gaps in their phonic understanding, as do some Y2 children. Opportunities for daily reading with most children has been variable during lockdown with some children progressing well, others (often the weaker pupils) not so, therefore exaggerating attainment disparity. Year 3, in particular, has a group of weaker readers/dyslexic pupils who have struggled with online teaching and specific teaching of reading has been less effective. |
| Non-Core | Most children have continued with topic related activities during lockdown through live teaching and independent study. What they have missed out on is the collaborative work and enrichment activities which usually take place to make each subject ‘come alive.’  |
| Social Emotional | We have asked all staff and parents to identify children they feel are exhibiting anxieties as a result of lockdown. A large number of pupils were initially apprehensive about the return to school, being around larger groups of people and the new routines required. A significant number (20-30) of our children are showing visible signs of anxiety, i.e. chewing sleeves, hair fidgeting, physical ticks, stammers, etc. A small number of pupils (3) were identified by police/social services as part of serious safeguarding domestic incidents during lockdown. These cases have been logged on our CPOMs system and we continue to liaise with the families and authorities.  |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) |
| 1. **Teaching and related whole-school strategies**
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| **Chosen approach**  | **Desired outcome** | **Impact (once reviewed in July 21)** | **Staff lead** | **Cost** |
| Lexplore & Tobii Eye Tracking Software | *To improve the assessment of reading Y2-Y6. To understand ‘how children read through decoding.’ To identify pupils with reading issues and dyslexic issues earlier.*  |  | MK and JE | £960 |
| Y1-Y6 ‘Keep Believing’ Literacy Catch Up Units | *To recap basic skills and provide opportunities to apply these. Reading content will promote diversity through ‘Black Lives Matter’ subject matter. Quality stimulus will lead to extended pieces of writing to improve writing stamina.* |  | Y1-6 Staff | £150 |
| White Rose Maths Subscription (whole school) | *To improve basic calculation skills in Mathematics. To improve instant recall of basic number facts. To provide additional resources to staff to enable greater application of number.* |  | All staff | £150 |
| Y6 Spag App | *To improve the teaching of SPAG especially around the content missed during lockdown. Additional materials will allow greater opportunities for pupils to apply knowledge.*  |  | KR | £63 |
| **Total budgeted cost** | **£1,323** |

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| 1. **Targeted academic support**
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| **Chosen approach** | **Desired outcome** | **Impact (once reviewed in July 21)** | **Staff lead** | **Cost** |
| Additional Speech and Language 1:1 sessions for Rec/Y1 (one morning per week x 10 weeks) | *To increase accuracy in pronunciation of words and phrases. Develop early language skills with those young children who have missed out on spoken language at home.*  |  | CQ | £1,500 |
| Additional Reading Recovery Teacher 2 days per week in KS1  | *To raise attainment in reading at KS1. Focus on gaps in phonic knowledge, increased 1:1 teaching and specific teaching of comprehension through targeted questioning.*  |  | LP | £2,256 |
| Additional ‘boosters’ for impacted Y5 pupils (2.5 hours for 11 weeks) | *To raise attainment in Maths and English through targeted, small group ‘booster’ sessions .Key skills, knowledge and concepts to be secured as well as improve exam technique.* |  | NB | £1000 |
| Additional ‘booster’ sessions for impacted Y3, Y4 and Y6 pupils (2 afternoons x 10 weeks) | *To raise attainment in Maths and English through targeted, small group ‘booster’ sessions .Key skills, knowledge and concepts to be secured as well as improve exam technique.* |  | RN | £2,500 |
| **Total budgeted cost** | **£7,256** |

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| 1. **Wider Strategies**
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| **Chosen Approach** | **Desired Outcome** | **Impact (once reviewed)** | **Staff lead** | **Cost** |
| Resources for Anxiety: Class packs with sensory aids | *Children in each class to have a well-resourced ‘worry box’ of sensory resources to dip into. This will support many children across the school with occasional, low level anxiety.*  |  | CB | £300 |
| Nessy Home Learning Subscription: Home learning App for 14 most impacted readers across the school | *The 14 most impacted pupils will be well supported in reading at home (as well as school) to underpin progress in the Summer term.* |  | CB | £400 |
| 5 New Laptops purchased | *5 additional children with no access to technology at home will be well supported in their learning with high quality resources.* |  | MH | £3,500 |
| **Total budgeted cost** | **£4,200** |
| **Total cost of all interventions and materials**  | **12,779** |
| **Cost paid through Covid Catch-Up** | **£12,779** |
| **Cost paid through charitable donations** | **£0** |
| **Cost paid through school budget** | **£0** |
| **Amount carried forward to Autumn Term 21** | **£2,994** |

* Please see separate Impact study to show the effectiveness of this spend on pupil outcomes.