

Coronavirus Catch Up Premium

School Level Overview- MOUNT PLEASANT PRIMARY SCHOOL

Context of the Funding

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

Teaching and whole-school strategies

We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

Wider strategies

1. Supporting parent and carers
2. Access to technology

School Allocation

School	2020-21 One Off Allocation
Mount Pleasant Primary School	£17,680

Identified Impact of Lockdown	
Maths	Many children have now missed a lot of quality face-to-face teaching of Mathematics and since this curriculum is based around a good understanding of the previous building blocks, there are now significant barriers to some pupils accessing their current year group learning. This creates an increased difficulty in pitching lessons to the bulk of a whole class as distinct groups have merged between those who have these building blocks and those who do not. In addition to this, a lot of work children have completed during lockdown is fluency based and therefore there is a lot of work to do on reasoning and problem solving.
Writing	There are more gaps in writing compared to reading due to the difficulty in exploring and absorbing children in a range of text examples of each given genre. Good modelled teaching is critical for writing as are discussions around audience, purpose and features, all which is incredibly difficult, especially for younger children, to achieve remotely or independently at home. Another crucial part of the writing purpose is also to have continual conversations to support the children in drafting, editing and improving their work, again which is difficult remotely. The children have not wrote at length as they are encouraged to do in school due to the above. Instead, lessons have been based around following a sequence of learning through Oak Academy, shorted pieces of writing such as character descriptions and there have been more skills based lessons linked to spelling and grammar instead.
Reading	There are now issues around fluency and sight vocabulary further down the school. Although children have accessed phonic activities and a good range of accessible reading activities, the children have not had regular intervention to build upon being able to phonetically decode words. With older children, they have accessed teaching and learning very similar to that in school with questions and texts adapted to make answers more attainable to reach without support. Class novels have still been read to the children daily and uploaded for children to access via Dojo, however, due to some children not engaging in home learning, they have also missed out on this story time which is a non-negotiable part of our school day where the children listen to good modelled reading.
Non- core	There are now significant gaps in knowledge in some areas of the curriculum. Where knowledge is missing, connections between concepts and themes throughout the curriculum becomes more difficult and so a catch up and recovery plan is in place to support the acquisition of knowledge. Children have missed out on curriculum experiences e.g. trips, visitors and powerful curriculum moments which enrich and support deep learning.
Access to technology	The children's experiences have been based in some part due to their ability to access resources, a great deal of which are online resources. We need to consider equity in the access in order to ensure that this is not a barrier to learning.

Planned Expenditure

Focus 1 Teaching and Whole School Strategies		Budget Allocation: £13,400
Desired Outcome	Chosen Approach & anticipated cost	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Fair access to technology for all children/families	Purchase 30 tablets and Wi-Fi hubs that will be loaned to parents on a weekly basis to access homework and work remotely during any further lockdowns.	The proportions of pupils accessing remote learning at home will rise. These children will be able to keep up with their learning if in isolation so that gaps diminish.
Supporting teaching: To maximise the time available to provide catch up in the core subjects with effective use of assessment. To ensure that long term frameworks for each year are able to be adapted in line with potential school closures.	Readjust the school timetable to maximize use of teaching time and interventions Release leaders to complete review of curriculum provision against key objectives to ensure attainment and accelerated progression.	Gaps in learning are identified and interventions in place to make rapid progress against objectives.
Ensure that any targeted approaches can be continued throughout either individual isolation or bubble popping or full school closure	Purchase of online resources so that learning can continue as remote learning offer e.g. ♣ Big cats (£1108) ♣ Times Table Rock Stars (£964) ♣ White Rose (£200) ♣ Phonics play (£50) ♣ Class Dojo	Learning can continue to a high standard both at home and in school.

Focus 2 Targeted Support		Budget Allocation: £4280 (Supported by £32,000 from main school budget)
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Through a co-ordinated approach to ensuring pupils catch up an experienced member of staff will be released to lead, support and monitor the interventions.	The school has employed an additional experienced teacher to release a senior teacher to facilitate the desired outcome.	Targeted interventions will lead to gaps diminishing more rapidly. These will be checked in progress meetings. More children will move to the keep up band from the catch up band.

Please refer to the following documents which have detailed plans in supporting the recovery curriculum:

- Recovery Curriculum Document
- Risk Assessment: Autumn Term 2 (Updated with Revised Guidance for the 2nd December 2020)
- MP Full opening Plan
- MP Catch Up Curriculum + Reading & Writing
- MP Contingency Plan- Tier 3 Lockdown