



Catch-Up Premium Plan

Mulberry Primary School

Summary information					
School	Mulberry Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£24,400.00	Number of pupils	653

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"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

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. Gaps specific knowledge has suffered, leading to lack of fluency in writing. 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.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent and reduced stamina in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught 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 and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports concrete understanding.</p>	<p><i>Assistant Heads and middle leaders to support teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Remote curriculum enrichment purchased in place of trips and in-school visits.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Maths lead to provide training incorporating the use of manipulatives within teaching.</i></p> <p style="text-align: right;">(£1000)</p>		<p>SY</p> <p>PC</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u> 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><i>Purchase and implement the Rising Stars PUMA and PiRA Standardised Assessments. Complete baseline and ongoing termly tests in reading and maths to identify gaps, using MARK to track performance and progress.</i></p> <p style="text-align: right;">(£3500)</p>		<p>SY</p>	<p>July 21</p>
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Mulberry Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of Mulberry Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Mulberry Primary.</i></p> <p style="text-align: right;">(£600)</p>		<p>EJ NN</p>	<p>Ongoing</p>
Total budgeted cost				£ 6100

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>Year group Reading Champions to ensure planning for gaps in pupil understanding. TAs timetabled for phonic intervention daily TeachFirst academic mentor supports Year 3 -4 progress.</i> (£5416 + £2000)		GP	Feb 21
	<i>Additional streaming with year groups supported by AHTS and training to support the delivery of the Daily Supported Reading and Destination Reader</i> (£750)		GP, EJ, PC	Feb 21
<u>Transition programme</u> Mathematics Mastery transition units purchased for all year groups including planning release for year 3 – 6.	<i>Mathematics mastery planning is purchased for year 3 -6. Staff within phases are trained and they are able to deliver the transition units confidently (inclusive of entry and exit data).</i> (£1000)		PC	Sept 20/Jan 21/July 21
<u>Homework Club</u> Identified children are able to access a weekly catch-up homework club (30 mins). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>Year 2 – 6 will identify 15 children within the year group that require additional intervention. Pupils given immediate support to complete digital homework and individual needs identified to enable ongoing support.</i> (£4000)		SY	Ongoing
Total budgeted cost				£12,166

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. Children have access to homework club if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional online learning resources purchased, such as Myon to support children reading at home. Likewise, Times Table Rock Stars will be purchased so that children can improve maths fluency at home.</i> £1500 <i>See above.</i> £500		SY	Feb 21
			SY	Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>60 Chromebooks were distributed during lockdown with a further bank of 13 available for bubble closures. They are to be used to further support online access to resources for the children accessing extended school time.</i> £1500 <i>Purchase 30 Chromebooks, 2 trolleys and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i> £5329		SY	Feb 21
			SY	Feb 21
<u>Summer Support</u> : NA				
			Total budgeted cost	£28,095
			Cost paid through Covid Catch-Up	£24,400
			Cost paid through charitable donations	
			Cost paid through school budget	£3695