



# Catch-Up Premium Plan Meadows First School

Summary information					
<b>School</b>	Meadows First School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£24,000	<b>Number of pupils</b>	300 (without Nursery)

## 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 year 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
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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.

- We have matched our strategy to EEF suggested tiered system (*ours is in red*)
- Teaching and whole school strategies**
- Supporting great teaching - *Quality First Teaching supported by evidence informed CPD for teachers and support staff. A broad and engaging curriculum that focuses on vocabulary acquisition*
  - Pupil assessment and feedback – *baseline assessment and ongoing AFL*
  - Transition support – *in particular for children and families moving into reception and Nursery and other year group transition*
  - *Regular staff CPD on mental health, wellbeing.*
- Targeted approaches**
- One to one and small group tuition - *Same-day in-class intervention.*
  - Intervention programmes - *Teacher & TA led targeted group teaching for identified pupils (such as phonics/ reading/ letter formation), following pupil progress meetings/ baseline and ongoing assessment*
  - Extended school time
- Wider strategies**
- Supporting families - *Trauma Informed School/ Thrive Approach for Pastoral support packages – including wellbeing approach to recovery curriculum & breakfast provision*
  - Access to technology - *Home learning provision and updates on website to be actioned asap*

**Identified impact of lockdown from baseline and teacher observation and assessments**

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and some have forgotten once taught calculation strategies. Reception into year 1 cohort are particularly ‘behind’
<b>Writing</b>	Children have lost essential practising of writing skills. Handwriting and fine motor control (Y1 and YR) is poor. Letter formation (Y2) and handwriting is weak. Teachers comment on lack of stamina and fluency in writing. Spelling is weak (Y3/ Y4)
<b>Reading</b>	Reading was more accessible for families and required less teacher input. 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. Phonics has been affected – particularly YR into Y1 and Y1 into Y2.
<b>Non-core</b>	There are some 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.

**Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)**

<b>i. Teaching and whole-school strategies</b>				
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review</b>
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects 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. Knowledge organisers distributed to all staff with a focus on delivering sequences of learning</p> <p><i>Quality First Teaching supported by evidence informed CPD for teachers and support staff. A broad and engaging curriculum that focuses on vocabulary acquisition</i></p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p><b><i>The website will show sequences of learning and how each subject will be delivered. Subject leaders will have time for monitoring their subject across school</i></b></p> <p><b><i>Continue work on word aware and vocabulary acquisition</i></b></p> <p><b>(£1000)</b></p>		<p>MT SH WD</p> <p>LA</p>	<p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></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><i>baseline assessment and ongoing AFL</i></p>	<p><b><i>Continue to use Rising Stars National Test-style Standardised Assessments (PIRA &amp; PUMA) . Additional use of WRH to assess each module in maths</i></b></p> <p><b><i>Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.</i></b></p> <p><b><i>Use of SATS from previous years to assess children in Y3. Baseline assessments and immediate pupil progress meetings</i></b></p> <p><b>(£1000)</b></p>		<p>WD &amp; all staff</p>	<p>All year round with data collections each half term</p>



iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><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 appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p><i>Trauma Informed School/ Thrive Approach for Pastoral support packages – including wellbeing approach to recovery curriculum &amp; breakfast provision</i></p>	<p><i>Additional online learning resources will be purchased, such as Rising stars ereaders to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i> <b>£1000</b></p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <b>£500</b></p> <p><i>Teacher to be trained under TISUK and to develop use if the HIVE to support our vulnerable children struggling with emotional regulation and mental health/ social skills</i></p>		WD	Feb 21
			LA	Feb 21
			HD	
<p><u>Access to technology</u> Laptops and ipads bought to enrich technology within school for children 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>Home learning provision and updates on website to be actioned asap</i></p>	<p><i>Ipads &amp; laptops purchased for use in school for children to practise using TEAMS and to access online resources</i> <i>They can also be leant to parents to support home-learning if needed.</i> <i>NB DFE laptops also applied for to support our vulnerable learners in case of bubble closure</i></p> <p><i>Ipads £13,347</i></p>		SH JB Lourdes IT	Feb 21
				Feb 21
<b>Total budgeted cost</b>				<b>14,847</b>
<b>Overall total budgeted cost of strategies to support catch-up</b>				<b>60,977.91</b>
<b>Cost paid through Covid Catch-Up</b>				<b>24,000</b>
<b>Balance left to pay through school budget and use of pupil premium budget (see strategy)</b>				<b>36,977.91</b>

