

Middleton Primary School Catch-Up Strategy 2020-2021

| Summary Information: | | | | | |
|-----------------------|---------------------------|-------------------------------|---------|---------------------------------|-----|
| School: | Middleton Primary School. | | | | |
| Academic Year: | 2020-2021 | Total Catch-Up Premium | £32,000 | Number of school pupils: | 388 |

What is Catch-Up funding for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. Middleton Primary School will make every effort to support disadvantaged pupils with their learning. For the purposes of this plan, the term disadvantaged goes beyond the Government's definition of those eligible for Free School Meals or Pupil Premium and includes those who may struggle to access remote education whilst not attending school (i.e. pupils facing difficult circumstances in the home environment of those with limited or no access to technology at home).

The school allocation is calculated on a per pupil basis; mainstream schools will get £80 for each pupil in from EYFS to Year 11 inclusive.

Schools will get funding in 3 tranches:

Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in Autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. Summer 2021 term - a further £33.33 per pupil or £100 per place.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21 (based on EEF recommendations).

How should schools use this funding?

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 guidance on curriculum expectations for the next academic year. Schools have flexibility to spend their funding in the best way for their cohort and circumstances. To support schools, the Education Endowment Foundation (EEF) has published a coronavirus (COVID 19) support guide for schools, with evidence based approaches to catch up for all pupils.

EEF Recommendations:

| Teaching: |
|--|
| • High quality teaching for all |
| • Effective diagnostic assessment |
| • Supporting remote learning |
| • Focusing on professional development |

| Targeted Academic Support: |
|---|
| • High quality one to one and small group tuition |
| • Teaching assistants and targeted support |
| • Academic tutoring |
| • Planning for pupils with SEND |

| Wider Strategies: |
|--|
| • Supporting pupils' social, emotional and behavioural needs |
| • Communicating with and supporting parents |
| • Supporting parents with pupils of different ages |

Middleton Primary School Catch-Up Strategy 2020-2021

- Successful implementation in challenging times

| Impact of March 2020 Lockdown:/January 2021 Lockdown | |
|--|--|
| When pupils returned after the first lockdown, PiXL assessments were completed, in order for teachers and leaders to gain a greater understanding of gaps in children’s learning. Teachers then taught to these gaps and impact assessments were completed to ascertain the success of this catch-up teaching. Results can be viewed in detail in the school’s other document Middleton Primary Recovery Plan, but the main findings were these: | |
| Maths: | Diagnostic tests show that there was a significant decrease upon the % of pupils attaining Age Related Expectations (ARE). There were significant gaps in recall skills and reasoning skills. Teachers taught to these gaps and Impact assessments show an increase in core skills and understanding of the 4 operations. Lower attaining pupil however still show significant gaps and have not caught up with pre-lockdown grades. |
| Reading: | Diagnostic tests revealed that the % of pupils who returned to school at ARE dropped significantly. Phonic skills in particular decreased – with only 42% of pupils passing the phonic check list. EYFS and Yr 1 will need additional support to fill substantial gaps in their phonic skills. Other Year groups performed better during Impact assessments. However, teachers have all commented upon lack of reading stamina for pupils. |
| Writing: | Pupils have lost writing stamina and also their fine motor skills have decreased. Teachers have noted that there was a significant decline in the number of pupils working at ARE and analysis highlighted a lack of fluency and understanding of punctuation, spelling and grammar rules. Unfortunately, pupils have been slow re-gaining previous knowledge of writing skills. |
| Non-Core | Pupils’ levels of fitness has declined. Motivation to remain physically fit has also reduced. PE will form a significant part of the school’s recovery plan. Other curriculum areas will also be a priority – PSHE and a focus upon mental health in particular. Pupils have accessed Oak Academy for non-core subjects, during their remote learning. Once pupils have fully returned to school, Dimensions, the school’s curriculum offer, will once again commence. For over a year, pupils have missed out on curriculum experiences – trips, visitors and other powerful curriculum moments. There are now significant gaps in in knowledge – pupils are now less likely to make connections between concepts and themes throughout the curriculum. |

| Planned Expenditure 2020-2021 | | | | | |
|--------------------------------------|--------------------------------------|-----------|-------------------------|------|--------|
| Desired Outcome | Chosen Approach and Anticipated Cost | Rationale | Impact (once completed) | Lead | Review |
| | | | | | |

Middleton Primary School Catch-Up Strategy 2020-2021

| | | | | | |
|--|---|---|--|--------------------|--------------|
| <p>Pupils who have fallen behind in reading skills – inference/stamina/retrieval/vocabulary receive 1:1 or 1:2 online tuition in order to catch-up lost skills and to accelerate progress.</p> | <p>To work with <i>The National Tutoring Programme</i>, to provide on line learning for READING. The group will be for 55 pupils, from Year 2, Year 3, Year 4, Year 5 and Year 6. These pupils will receive 15 hours of intensive support, across a 5 week period.</p> <p>Cost to the school for will be significantly reduced by a government subsidy of 75%. The school will only pay 25% of the tuition costs - £9,000.</p> | <p>EEF Teaching and Learning Toolkit: 1:1 tuition +5 months gain.</p> | | <p>Deputy Head</p> | <p>April</p> |
| <p>EYFs and Year 1 pupils make accelerated progress in their understanding of and acquisition of early phonic skills. Pupils leave Yr 1 with near ARE for reading skills.</p> | <p>To employ full time an unqualified teacher to teach small groups and individuals phonic skills. This teacher will have excellent skills in monitoring and tracking pupils. Teacher to use SfA intervention programme, Tutoring with Alfie and the Lightning Squad. School to track progress and report to SfA.</p> <p>Cost: £18,000</p> | <p>EEF Teaching and Learning Toolkit: 1:1 tuition +5 months gain.</p> | | <p>Deputy Head</p> | <p>May</p> |
| <p>Following diagnostic testing, pupils are taught by their class teacher, after school, during catch up sessions.</p> | <p>Extending the school day: Teachers work intensively with small groups after school to address identified gaps in their learning. Initially, this will be in maths. Years 3 – 6.</p> <p>Cost: £4,000</p> | <p>EEF Teaching and Learning Toolkit: Feedback +8 months</p> | | <p>Deputy Head</p> | <p>May</p> |

Middleton Primary School Catch-Up Strategy 2020-2021

| | | | | | |
|--|--|--|--|--------------------|--------------|
| <p>Pupils have the materials and resources at home required to access remote learning.</p> <p>Pupils across the school have access to art and craft materials at home during school closure</p> | <p>EYFS and Year 1 pupils each provided with a resource pack to support home learning. Pack contains, numberlines, glue, scissors, alphabet chart, place value cards, counters, pencils, whiteboard and pens, paper etc.</p> <p>Cost £1,000</p> <p>Supporting art and craft at home. Each pupil provided with a pack of play-doh or plasticine and ideas to create at home.</p> <p>Cost £500</p> | <p>EEF Teaching and Learning Toolkit: Parental engagement +3 months.</p> | | <p>Deputy Head</p> | <p>March</p> |
|--|--|--|--|--------------------|--------------|