

Catch-Up Premium Plan

Catshill Middle School



Summary information					
School	Catshill Middle School				
Academic Year	2020-21	Total Catch-Up Premium	£27,120	Number of pupils	345

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 (69 Days) 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
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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.

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 parents and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	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'.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS 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.
Reading	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 in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Foundation Subjects	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.

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></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.</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</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>(£1000)</p> <p>Purchase additional manipulatives for each Key Stage.</p> <p>(£1000)</p>		DMC	Feb 21
			LLE	Feb 21
<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>Purchase and implement the Century Tech diagnostic and personalised learning path programme. Complete termly analysis.</p> <p>(£2500)</p>		JT	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Catshill have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of Catshill Middle School is arranged and shared with all new-starters. Additional time is made to cover the teachers so that they can have a virtual meeting with their new starter so that the child is confident in joining Catshill.</p> <p>https://www.catshill-middle.worcs.sch.uk/about-us/open-evening-autumn-2020</p> <p>(£600)</p>	Many positive comments from arriving pupils and families throughout the year.	JT	Ongoing
Total budgeted cost				£ 5100

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Recovery Intervention programme - Extended school time</u> Pupils at Catshill are offered and encouraged to attend weekly intervention programmes in English & Maths after school each week. Each half term different cohorts join their teachers after school for 3 x 45 minute recovery intervention sessions. The attainment of those identified children improves and the effect of lockdown is becoming negated. Parents are supportive of this recovery provision. 1:1 Maths Tutoring Y6 17 pupils will receive 1:1 recovery intervention tutoring using Third Space and the National Tutoring Programme.	An intervention is identified for each pupil. Staff within school are then allocated after school tutoring time with these pupils to fill learning skill gaps. (£12500)		JT LLE JG	July 21
	Third Space Learning using the National Tutoring Programme who will fund 75% (£1650)		LLE	May 21
Total budgeted cost				£14,150

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 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.	English & Maths study guides will be purchased for all pupils to support remote blended learning during the pandemic. £4000	Study guides being used by pupils during isolation periods to support blended learning.	LLE JG	Oct 20
	Week1, Week 2 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. £500	Packs created and distributed as required for children required to isolate.	JT	Sept 20

<u>Access to technology</u> During the recovery intervention extended school provision, children can access additional devices so that they can rotate through discrete teaching and independent online activities. Teachers have Chromebooks/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.	Purchase 32 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. £9120	Chromebooks are available and being sent home to support learning for children needing to isolate. In addition Chromebooks are being used daily for Century Tech learning support as they are set a personalised learning pathway to ensure all gaps in knowledge are plugged in English, Maths & Science.	PE PE	Dec 20 Dec 20
<u>Summer Support</u> NA				
Total budgeted cost				£ 13,620
Total Costs related to Covid Premium 2020/2021				£32,870
			Cost paid through Covid Catch-Up	£27,120
			Cost paid through school budget	£5,750