

Catch-Up Premium Plan

Millfields First School

Summary information					
School	Millfields First School				
Academic Year	2020-21	Total Catch-Up Premium	£ 23,040	Number of pupils	291

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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

Wider strategies

- Supporting parent 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'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children have lost essential writing skills. SPAG 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. Handwriting has suffered.
Reading	During lockdown reading was more accessible for some families and required less teacher input than other subjects. However, children are less fluent in their reading and the gap between those children who read widely and those children who did not is visible. The bottom 20% of readers have been disproportionately affected.
Non-core	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.
SEMH	Some parents are anxious about their children coming to school because of the virus- this has had the impact of heightening some of the children's own anxiety.

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 teaching:</u></p> <p>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>Gaps in children's phonics will be closed.</p> <p>Staff meetings, parent meetings and remote high quality work can be set for children even if teacher has to isolate through use of Teams</p> <p>Children make improved progress in core subjects</p>	<p><i>Additional time for teachers to research and plan subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase of additional phonics based reading books as more children continue to require decodable books than in previous years. Purchase additional books for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£660)</p> <p>Whole staff "Teams" training</p> <p style="text-align: right;">(£150)</p> <p>Teacher employed for 2 terms to offer smaller class sizes in core subjects. EEF say that reducing class sizes to 20 can result in 3 months additional progress on average</p> <p style="text-align: right;">(£10,000)</p>	<p>Subjects were planned in detail- children knew what they were learning and why and how this knowledge built on prior learning. Teachers analysed what the children had not been taught as well as they would have been due to the summer lockdown and subsequent Spring lockdown and informed the next year's class teacher therefore any remaining gaps could be plugged. Their planning continues to compensate for lessons lost.</p> <p>These have been bought and used.</p> <p>Teams has been used extensively with good take up and impact for parents' meetings, parent information sessions, for teaching during school closure in the Spring term and for when teachers/ children have had to isolate. Monitoring showed that lessons were of good quality and well attended.</p> <p>Smaller class sizes meant that more Y2 children were able to reach age expectations by the end of the year.</p>	<p>LM</p> <p>KK</p> <p>LM</p> <p>LM</p>	

<p><u>Phonics assessment</u></p> <p>Teachers have a very clear understanding of what gaps in phonics remain and use this to inform teaching.</p>	<p>Purchase and use Phonics Assessment Tracker</p> <p style="text-align: right;">(£200)</p>	<p>Gaps have been identified and children targeted by intervention. These had a positive impact.</p>	<p>KK</p>	
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Millfields have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A virtual tour of Millfields First School is arranged and shared with all new-starters. Teachers have a virtual meeting with their new starter so that the child is confident in joining Millfields. Stories and videos were made by teachers to welcome their new classes.</p> <p style="text-align: right;">(£200)</p>	<p>The virtual tour has been available for all children starting since September 2020. New children had virtual meetings with their teachers to help settle them for the September 2020 start and for in-year transfer children during 2020-2021. Children settled very well in reception and pre-school and also those who transferred mid-year.</p>	<p>LM</p>	
<p><u>SEMH support</u></p> <p>Children are happy to talk to staff about anxiety and worries; staff are equipped to deal with this and support children</p>	<p>Purchase of “You’re a Star” and “Don’t Worry, Be Happy” for all classes Y1 and above to support mental well-being</p> <p>Teacher released to go on Mental Health Training and to subsequently train staff</p> <p style="text-align: right;">(£500)</p>	<p>The books purchased have been used successfully for whole class and individual work. Some books have been sent home with certain children who have been struggling with anxiety to be worked on with their parents. We have had good parental feedback from this. 1-1 bespoke personal support has been put in where necessary. Teacher went on training and disseminated this to staff so that the staff have a better understanding of Mental Health.</p>	<p>LH</p>	
Total budgeted cost				£ 13 210

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading</p>	<p>Daily 1-1 reading for any child working below national expectations</p>	<p>Children who were further behind their peers through ability or lack of engagement with learning during the Spring Term school</p>	<p>LH</p>	

<p>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.</p>	<p>Phonics catch-up sessions for identified children with TA</p> <p>Toe-By-Toe (1-1 intervention)</p> <p>Nessy suite for KS2 spelling, reading and writing</p> <p>Handwriting interventions</p>	<p>closure have had interventions as described. Positive impact has been seen through intervention records. Through assessment we can see that this has closed the gap between many of them and their peers.</p>		
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Power of 1 and Ready to Progress supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p>	<p>Intervention books have been bought as described. The interventions have resulted in the children making accelerated progress as seen through their assessments.</p>	LH	
<p><u>Individualised instruction</u></p> <p>Children make progress in line with their peers</p>	<p>Identified individuals within the class will receive extra TA/teacher support as appropriate</p>	<p>Progress of children throughout the school has been very good, - in all classes at least 70% of children made at least expected progress – ie the progress they should have made if there had been no lockdowns.</p>	LH	
<p><u>Extended school time</u></p> <p>Identified children have support before school on the ELS programme and catch up with their peers. Parents are on board and enable the children to do their “homework”.</p>	<p>TAs are trained in the use of ELS; the strategy is delivered 4 mornings a week.</p> <p>£480</p>	<p>ELS has had a very positive impact on pupil’s progress as seen through intervention logs, reports from class teachers during pupil progress meetings and assessments.</p>	LH LH	
Total budgeted cost				£25,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>Supporting parents and carers</u></p> <p>Teachers can set work for those children who are isolating, which follows as closely as possible the lessons they would be receiving in class so that they can continue to catch up and not fall behind further.</p> <p>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>Purple Mash Continued to be subscribed to</i> £1500</p> <p><i>CGP resources are purchased and set aside for children to take home when home-learning occurs.</i> £500</p>	<p>The quality of lessons provided remotely, both through national lockdowns and bubbles closures, was good as seen through lesson observations and work scrutinies of work emailed into school or sent through Purple Mash. Teachers were able to teach live lessons and also put powerpoints on Purple mash and to direct children to appropriate work which they had set. They were able to mark the work, and comment on it. Children who engaged in the work set and the remote lessons were able to maintain a good level of progress. For families who did not want to borrow a laptop CGP books were given out.</p> <p>After the Spring term lockdown there was a “reverse” parents’ evening to allow parents/carers to talk to teachers about their child’s experience of learning during lockdown.</p> <p>There was regular correspondence from children to teachers through Purple Mash email.</p>	LM	
<p><u>Access to technology</u></p> <p>Pupils have access to technology required for remote learning</p> <p>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.</p>	<p><i>Apply for DfE laptops when an eligible bubble closes</i></p> <p><i>Purchase a laptop and some microphones and webcams to lend to teachers who do not have them at home when they have to isolate</i> <i>(c. £700 from school budget)</i></p>	<p>DfE laptops were lent to children without them so that they could partake in lessons. Data was given to them if they needed it. This was to ensure that there was no barriers to the children’s learning. For some of these children engagement was good, for others the providing of the technology had little impact as it was not supported by the parents. Teachers were provided with correct equipment as needed so that they could teach from home. This has enabled isolating teachers/ classes to continue with their normal time table which has</p>	LM	

		ensured little interruption to their learning.		
		Total budgeted cost		£ 2,700
				Total budgeted cost
				£40,910
		Cost paid through Covid Catch-Up		£23,040
		Cost paid through school budget		£ 17,870