

Catch-Up Premium Plan 2020-21- Primary



Summary information					
MAC	The Romero Multi Academy Company				
Academic Year	2020-21	Total Catch-Up Premium	£158,000	Number of pupils	2053

Guidance

Children and young people across the country have experienced unprecedented disruption to their education due to the coronavirus (COVID-19) pandemic. We predict that 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 of catch-up funding 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 parent and carers
- Access to technology
- Summer support

MAC Strategy

A working party for the MAC is undertaking the planning and use of the funding. Barriers to learning are being identified at school and MAC wide level. Bespoke support for pupils is being identified by need and planned to ensure measurable impact can be captured. A detailed planning and impact document will be produced to share at Board, Core Committee and LAC levels.

Identified impact of lockdown

All schools identified the impact of the lockdown on our children since March 2020 based on: “A Recovery Curriculum: Loss and Life for our children and schools post pandemic’, Carpenter and Carpenter (2020)

The questions below, based on the 5 levers, helped us identify the support our recovery curriculum:

- RELATIONSHIPS “We can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored”
- COMMUNITY “We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school”
- TRANSPARENT CURRICULUM “All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss.”
- MEGACOGNITION “Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners”
- SPACE “To be, to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations”

Questions:

What have the children enjoyed during lockdown?

What have the challenges been?

How do they feel now?

What are their worries and fears?

What help would they like with their learning?

How can we support their return to school?

How can we support you, as parents?

Do you have any questions? Is there anything else that you feel we should know?

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)	Review date
<p><u>Teaching and Learning</u> Detailed planning implemented based on intelligence from assessment. Teachers are fully aware of the needs of all pupils and can evidence impact from the additional planning and measures put in place.</p> <p>Resources support the planning for best practice at class level. Home learning is fully supported</p>	<p><i>Release time and additional cover will be required to facilitate the additional PPA.</i> <i>(£1,500 x 7 = £10,500)</i></p> <p><i>Purchase additional resources to support planning.</i> <i>(£1,000 x 7 = £7,000)</i></p>	<p>Teachers met with Catch Up Champion and RSL to ensure they were supported in the planning cycle including use of assessment data.</p> <p>Maths surgeries were held with all year groups to identify key learning to focus on using the “Ready to Progress” criteria. This allowed teachers to adapt the curriculum to fill significant gaps in learning.</p>	October '21
<p><u>Identifying and Assessing</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>Gaps in learning are identified through robust assessment of academic levels, plus barriers to learning for targeted pupils are identified and diminished.</p>	<p><i>PiXL Assessment/ intervention package used for gap analysis for all pupils (£2,700 x 7 = £18,900)</i></p> <p><i>Wildly Important Goals (WIGS) set for each child at annual WIG meetings in each school.</i></p> <p><i>Barriers to learning overview completed for each school to feed into bespoke tailored support on an individual need basis.</i></p>	<p>The following percentages show the progress made by the children chosen for the Catch Up Programme;</p> <p>In nursery, 75% of children achieved their targets in language and communication. In reception, 57% of children achieved their targets, reaching the expected level in reading and writing.</p> <p>In year 1, in reading, children made an average 50 point scaled score gain. In maths, they made an average 40 point scaled score gain. In writing, they made an average 32 point scaled score gain.</p> <p>In year 2, in maths, children made an an average 7 point scale score gain. In writing, they made an average 59 point scale score gain.</p> <p>In year 3, in reading, children made an average 4 point scaled score gain. In maths, they made an average 7 point scaled score gain</p>	October '21

		<p>and in writing , they made an average 39 point scaled score gain. In year 4, in reading, children made an average 5 point scaled score gain. In maths, they made an average 6 points scaled score gain, and in writing, they made an average 12 points scaled score gain.</p> <p>In year 5, in reading, children made an average 5 point scaled score gain. .</p> <p>In year 6, in reading, children made an average 3 point scaled score gain. In maths, they made an average 4 points scaled score gain, and in writing, they made an average 10 points scaled score gain.</p>	
<p><u>Leadership of funding</u> The plan for catch-up funding is fully implemented and monitored for consistency of delivery. Analysis of impact of funding is sought and detailed onto the plan by the catch-up champion.</p>	<p>3 term opportunity for a catch-up champion role in each school with a fixed term non-consolidated payment attached to the role. (£2,500 x 7= £17,500)</p>	<p>Catch Up Champion monitored delivery of whole class teaching in maths, RWI phonics groups, therapies and interventions and all First Class @ Number groups. Impact of the Catch Up Programme has been reviewed.</p>	<p>October '21</p>
Total budgeted cost			£71,643

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<p><u>Intervention/Therapy programme</u> Pupil needs are identified through individual assessment. A bespoke approach to support is effective in diminishing gaps in learning, through a package of trademarked, tailored interventions.</p>	<p><i>Additional release time and training to support the delivery of the interventions/therapies; PiXL therapies, Times Table rock stars, Boosting Reading at Primary, Nuffield Early Language intervention.</i></p> <p><i>Targeted intervention TA delivery (7,500 x 7 = £52,500)</i></p> <p><i>Subscriptions maths (total all schools = £1158)</i></p> <p><i>Reading intervention training (£377 x 7 = £2,639)</i></p> <p><i>Purchase additional resources to support planning (£1000 x 7 = £7,000)</i></p>	<p>Interventions planned for individual pupils with therapies and interventions delivered by teachers and TAs.</p> <p>TAs in years 1, 2 and 3 received refresher training for the First Class @ Number programme. This was then delivered 3 x weekly to pupils in these year groups. This was particularly successful in year 3 where 44% of pupils in the group made over a year's progress in their mathematical age (tested using Sandwell). All children in these groups gained in confidence in maths and this was reflected in their participation in whole class lessons.</p>	<p>October '21</p>
<p><u>Remote Learning</u></p> <p>Remote learning is seamless from school to home and is linked directly to the curriculum intent</p> <p>A range of paper based and internet-based learning opportunities are available for all pupils to access</p>	<p><i>600 Student Licenses for Seesaw for Schools: 12/01/2020 to 11/30/2021 (Total cost all schools = 2,640.00)</i></p> <p><i>CGP Books Year 1 to Year 6 -variety of Maths and English Bundles (Separate charges per school x7 = £17,743)</i></p>	<p>"For year 1, Seesaw was a great tool for online learning. It is simple to use for the children and adults alike and allowed us to teach exactly the same lessons as we were teaching in class at home. It is simple to mark and you are able to give verbal feedback which is very helpful for the younger children. The fact that the lessons were pre-recorded meant the children could stop the lessons at any point and rewatch if necessary. It was a great way for us to teach online." Year 1 teacher, SJF.</p>	<p>October '21</p>
<p><u>Barriers to Learning</u></p>	<p><i>EAL Teaching Assistants offer support for pupils with additional language needs. (£3,000 x 7 = £21,000)</i></p>	<p>EAL children given extra support in classroom from teacher and TA. Their reading was assessed and monitored and where appropriate,</p>	<p>October '21</p>

Pupil with English as an additional language have access to language support to allow them to fully access the curriculum offer		they were encouraged to use reading eggs in order for their home reading to be monitored.	
Total budgeted cost			£86,937

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Parents are aware of ways in which they can sort their child's learning at home</p>	<p><i>Home-learning curriculum books are purchased and set aside for children to take home when home-learning occurs.</i> <i>(see CGP book costs)</i></p> <p><i>Parent support materials produced and distributed to all parents for details on how to support their child's learning compiled by the Catch-up champions.</i> <i>(£115 x 7 = £805)</i></p>	<p>Our home learning survey showed that parents felt well supported with online/home learning. 89 percent of parents stated that they were able to access live lessons always or almost always. 82 percent of parents stated that they were able to access resources on line always or almost always. There was a great deal of positive feedback regarding the school's approach to home learning. "I am really impressed with how the school and teachers are delivering online learning in these difficult times."</p>	October '21
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, online intervention packages and independent online activities.</p>	<p><i>DfE releasing pupil devices during year group closures.</i></p> <p><i>IT Team to acquire free SIM cards for families - maximum number allocated per school obtained. Distributed to families without connectivity to the internet for Remote Learning. (FOC)</i></p>	<p>41 devices were provided for families allowing over 50 children to access remote learning online. A further seven SIM cards were provided for families to access the internet to support learning. A variety of paper based resources were sent home including CGP books.</p>	October '21
Total budgeted cost			£805

	Total cost paid through Covid Catch-Up	£159,357
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