



Mendell Primary School

Aspire Challenge Achieve

Catch Up Premium Plan

September 2020-July 2021



Contextual information					
School name	Mendell Primary School	Head Teacher	Catherine O'Neill	Academic year	2020 to 2021
Number of pupils	194	Funding allocation	£13,520	% PPG pupils	33.5% (65)

Background

The government announced £1 billion of **funding** to support children and young people to catch up lost time after school closure due to the pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. For primary schools this funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time; and
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes: a school's programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs, and an oral language intervention programme for reception-aged children.

The school's **funding allocation** will be calculated on a per pupil basis. A mainstream primary school will get £80 for each pupil in from reception to year 6 inclusive. The school will receive funding in 3 tranches – 1. autumn 2020 – this is based on the latest available pupil data in the October census; 2. 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 the school will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds; and 3. summer 2021 term - a further £33.33 per pupil or £100 per place.

The DfE guidance states '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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.'

Ref: Catch up premium, published 19 November 2020

Purpose of the action plan

1. To evidence how the school is using the COVID-19 funding to resume teaching the full curriculum following partial closure in the summer term 2020
2. To evidence how the school is using the funding for specific activities to support pupils to catch up as a result of lost teaching in the summer term 2020
3. To enable governors and trustees to scrutinise the school's plan for and use of catch-up funding. This includes consideration of whether the school is spending the funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Accountability			
Written by	Catherine O'Neill Edwards	Approved by governors	28/1/2021
Updated		Reviewed by governors	
Rationale for use of funding			
<p>Our spending has been allocated based upon the Education Endowment Foundation (EEF) evidence-based approaches for catch-up in the document coronavirus (COVID-19) support guide for schools and using the recommended implementation strategies in the EEF document school planning guide: 2020 to 2021.</p>			
Our strategic approach to the use of funding			
<p>We have adopted the 3-tier approach recommend by the EEF</p> <p>Tier 1 Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Tier 2 Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Tier 3 Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology 			
Our catch up priorities			Evidence base
<p>English – writing</p> <ul style="list-style-type: none"> • To assess pupils who have fallen behind where they were in terms of age-related expectations • To support children’s stamina for writing, writing at length, writing at speed • To support pupils with handwriting and letter formation who are not where we would expect them to be at this point in the year • Re-establishing non-negotiables (which may not have been pushed at home e.g. capital letters, full stops, fronted adverbials) • Application of phonics and spelling rules in writing 			

English – reading <ul style="list-style-type: none"> Assessing all pupils to establish who needs additional catch up intervention across the school To drive core reading skills such as prosody, phonics, fluency, comprehension such as retrieval Introduce standardised testing termly to assist in assessing gaps. To support children’s stamina for reading, fluency and pace 				
Mathematics <ul style="list-style-type: none"> To improve children’s fluency in maths to they can access reasoning and plug the gaps due to first lockdown Addressing gaps from lockdown 1 (spring 2 and summer term) whilst teaching this years’ curriculum Continue to use current testing and assessment arrangements to identify gaps and put interventions in place as appropriate 				
Wider curriculum <ul style="list-style-type: none"> Assessing retention – have knowledge/skills learned at home ‘stuck’ Maximising the use of ‘Memory Flash Points’ to draw upon prior knowledge, whilst building new knowledge and addressing and gaps Teachers being given time to ensure end of term summative assessment draws upon children’s work completed at home and in school 				
Behaviour <ul style="list-style-type: none"> To support pupil’s mental-health and wellbeing: support in re-establishing friendships, reintegrating into the rules and routines of school. Providing therapy or focussed support for children with greater need. Children (and staff) to understand what metacognition is and how to support themselves with learning. To support and improve children’s stamina, resilience and independence in learning 				
Attendance <ul style="list-style-type: none"> To assist children in settling back in for children who may find this difficult To provide high quality remote learning to any pupils who are absent (from the second day of absence) for the remainder for this academic year regardless of reason for absence 				
Tier 1 Teaching and whole school strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact

Quality first teaching	- Metacognition collaborative enquiry project with Evo Performance. Improving teacher's knowledge of metacognition and how to make improvements. School project also incorporates children and parents.	£3500	- Use of google forms and questionnaires to establish baseline and progress.	
Pupil assessment and feedback	- Introduction of standardised testing for reading to assist with gap analysis and preparing children for testing (such as NFER)	£600 spring and summer 2021	- Gaps are identified, interventions put in place and data improves.	
Transition support	- Support for transition for pupils coming back in to full time school – see recovery curriculum plan	TBC		

Tier 2 Targeted approaches

Intent	Implementation of strategy	Cost	Monitoring	Impact
One to one and small group tuition	- Additional TA hours to employ TA to cover classes in afternoon to allow teachers to be released to conduct keep up session with pupils who struggled that morning	£400 per week 15 week summer term = £6000	- Daily formative assessment, children accessing work and keeping up	

Intervention programmes	<ul style="list-style-type: none"> - Additional TA hours to focus on SEMH: infant nurture group, rainbows, boxhalls assessments, next steps. 	£400 per week 15 week summer term = £6000	<ul style="list-style-type: none"> - Boxhall profile scores - Next steps cards - Children's presentation in school 	
Extended school time	<ul style="list-style-type: none"> - Employ external tutor 4x 30 minutes per week following lockdown. 	£240 per week 15 week summer term = £3600	<ul style="list-style-type: none"> - Half termly reports, assessments and testing, quality of class work 	

Tier 3 Wider strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Supporting parent and carers	<ul style="list-style-type: none"> - Additional CARITAS support (Family Support Worker) additional half day a week 	£3500		
Access to technology	<ul style="list-style-type: none"> - All pupils have access to devices who have requested one - Data loaded sim cards available for parents at home - Devices loaned to children at home – children to keep these for summer term to ensure access to online homework 	<ul style="list-style-type: none"> - - - 	<ul style="list-style-type: none"> - Teachers assessing engagement and progress with online learning programs 	
Wider curriculum	<ul style="list-style-type: none"> - Implement newly purchased ‘JigSaw’ PSED scheme to assist children’s PSED and mental health and well being 	£900	<ul style="list-style-type: none"> - Use of maestro to assess PSED objectives from JigSaw - Class PSED books – half termly 	
Behaviour	<ul style="list-style-type: none"> - Additional CARITAS support (Therapy & Counselling) additional half day a week 	See above	<ul style="list-style-type: none"> - Children identified as having behavioural needs are supported 	
Attendance	<ul style="list-style-type: none"> - More time dedicated to attendance officer to support families struggling with attendance and settling back into school after lockdown. 	None – changing expectations within office staff	<ul style="list-style-type: none"> - Attendance is monitored weekly 	

Summary		
	Cost	Impact summary statements
Tier 1 Teaching and whole school strategies	£4100	
Tier 2 Targeted approaches	£15,600	
Tier 3 Wider strategies	£4,400	
	Total expenditure £24,100	