



Manor Primary School Catch-Up Premium Plan

Summary information					
School	Manor Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£47800	Number of pupils	660

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 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 parent and carers
- Access to technology

➤ Summer support

Identified impact of lockdown

Maths	<p>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'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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.</p>
Reading	<p>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. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<p>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.</p>

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>Phonics Recovery Programme</u> Quality of T&L in phonics is incredibly strong but children have missed vital phonics teaching. In order to address phonics gaps Develop a series of 6 week block programmes that support all levels of Floppy Phonics Sounds & Letters programme for Phonic Interventions and support. Create a sequence of 25-minute sessions delivered in small groups three times a week by a trained teaching assistant over blocks of six-week periods. Create a sequence of 10 minute videos that follow the sequence of Floppy Phonics Sounds & Letters planning to model phoneme, blending and segmenting in words.</p>	<p>A sequenced programme of Phonic Interventions that are accessible to staff across the school to support provision mapping.</p> <p>A bank of recorded phonic videos to support the sequence programme of Phonic Interventions that model high quality instruction.</p> <p>Resources accessible to every teacher/ TA and accessible at home enabling intervention to happen in school and then be consolidated at home</p> <p style="text-align: right;">(£3500) 10 SLE days</p>		AC Deputy	July 21
<p><u>Mathematics Recovery Programme</u> Quality of T&L in mathematics is incredibly strong children have missed vital mathematics teaching. In order to address gaps develop a structured, sequenced intervention for Numeracy that can be delivered twice a week in 25 minute, one-to-one or small group sessions by teaching assistants over blocks of six-week periods. Create a sequence of 10 minute videos that follow to model key numeracy strategies.</p>	<p>A sequenced programme of Numeracy Interventions that are accessible to staff across the school to support provision mapping.</p> <p>A bank of recorded Numeracy videos to support the sequence programme of Numeracy Interventions that model high quality instruction.</p> <p>Resources accessible to every teacher/ TA and accessible at home enabling intervention to happen in school and then be consolidated at home</p> <p style="text-align: right;">(£3500) 10 SLE days</p>		AC Deputy	July 21
<p><u>Supporting great teaching - Reading support</u> To provide children with more opportunities to read high quality books at school and at home to address reading gap. Implement accelerated reader so that all children have access to 1000s of books online to ensure they can access books at home when required. Baseline and termly assessments will identify gaps in learning and</p>	<p><i>Purchase the Accelerated Reader licences to give children access to E-books and termly reading assessments.</i></p> <p style="text-align: right;">(£13686) licence for 3 years for whole school</p>		JM Head	March 2021

<p>measure progress. The data will be used to identify future teaching and interventions.</p> <p>All children will have access to their correct phonics home reading book for their stage of learning, there are enough copies in school to support staff when quarantining books. This supports children to make rapid progress against their phonics target and to ensure they change books regularly.</p>	<p><i>Purchase additional phonics books from for home readers in KS1.</i></p> <p style="text-align: right;">(£3685)</p>		<p>AC Deputy</p>	<p>Nov 20</p>
Total budgeted cost				£ 24,371

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programme: 1-to-1 and small group tuition using TA for year 1 and 2 children to ensure early intervention</u></p> <p>Identified children who have fallen behind will have regular catch up sessions with an TA to support academic outcomes in either English or Maths – this will be 1-1 or small group. As a result those pupils make accelerated progress to close the gap with their peers and other pupils nationally. Any pupils who have fallen behind resume previous levels of progress seen prior to lockdown and school closures.</p>	<p><i>Additional TA will be assigned to school in September 2020 after a recruitment process has taken place.. Catch up groups will operate throughout day in KS1 for Reading, writing and Maths catch up.</i></p> <p style="text-align: right;">(£18,500)</p>		<p>MB AHT KS 1</p>	<p>Apr 21</p>
<p><u>Intervention: Social, Emotional, Mental Health (SEMH) pupils</u></p> <p>Identified children who require support with SEMH are supported by junior coaches helping them to form positive relationships, boost their self-confidence, as a result they become more engaged with their lessons, academic and personal outcomes improve</p>	<p><i>Junior coaching programme for children with accreditation and supervision</i></p> <p style="text-align: right;">(£3,000)</p>		<p>KK Deputy</p>	<p>April 21</p>
Total budgeted cost				£21,500

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to technology : Access to remote learning</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>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>Purchase Education City.</i></p> <p style="text-align: right;">£3685</p> <p style="text-align: right;"><i>Two year licence</i></p> <p><i>Purchase Zing ITT</i></p> <p style="text-align: right;">£600</p> <p><i>To complement home learning materials available in our digital classrooms developing virtual Classrooms within the Digital Learning Platform that provides high quality resources that support learning both in and out of school.</i></p>		JM Head	March 21
			Total budgeted cost	£ 4,285
			Total cost for all catch up support	£50,156
		Cost paid through Covid Catch-Up		£47,800
		Cost paid through school budget		£2,356