



Middlewich Primary School



COVID-19 catch-up premium report

When our pupils started the new school year in September 2020, most were returning to the classroom for the first time in almost six months. Many of these pupils, particularly those whom are disadvantaged and vulnerable will have been affected academically, socially and emotionally. Research conducted by the Educational Endowment Fund (EEF), amongst others, strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. The government announced in June that it was making available £1 billion of funding to support children and young people to catch up. This 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.

“Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders”.

The formula used to calculate the amount allocated to mainstream schools is $\text{£}80 \times \text{number of pupils on the school census October 2020}$.

This document shows how Middlewich Primary School plans to support our pupils to return effectively to school

COVID-19 catch-up premium spending: Summary

SUMMARY INFORMATION

Total number of pupils on census Oct 2020:	406
Total catch-up premium budget:	£32,480

STRATEGY STATEMENT

Middlewich Primary School catch up priorities are as follows:

- Provide social and emotional support for all children on return to school and additional support as required
- Assessment of reading, writing and maths to identify gaps
- Targeted intervention and support
- Identify gaps in other curriculum subjects and adapt plans accordingly
- Focus on consolidation of basic skills
- Strong focus on phonics and reading which will underpin all teaching and learning
- A clear strategy for remote learning

Our core approaches are:

- Provide support from our learning mentor for families and pupils who need additional support emotionally and socially
- Purchase NFER assessments for the Autumn term
- Teacher training and support for implementing interventions
- Purchase of additional technological devices
- Providing teachers with support in order to access necessary technology
- Additional targeted tuition/intervention
- Additional targeted music tuition
- Extra teacher to plan a clear remote learning strategy

The overall aims of our catch-up premium strategy are

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closure
- To support pupils' well-being

Barriers to learning

ACADEMIC BARRIERS

Although a high standard of remote learning was offered, a significant number of children in each year group have gaps in knowledge due to undertaking none or very little work between March and September

Due to school being closed, limited quality synthetic phonics teaching completed

Due to school being closed, children had less access to resources to support grammar, spelling and handwriting.

Due to school being closed, families had limited access to appropriate, high-quality reading material

For a significant number of families, pupils had limited access to their own personal technological device

EXTERNAL BARRIERS

Disruptive or dysfunctional home environments thus impacting on pupil's ability to learn.

Lack of social interactions or negative online interactions

Anxieties around return to school thus affecting mental well-being

Planned expenditure for current academic year

	What	Why	Who	How	Cost	Impact
<p>Teaching and Whole-school strategies</p> <p><i>'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils' (EEF)</i></p>	<p>Ensure every teacher is prepared and supported for the upcoming year in the use of technology and curriculum planning by providing development time</p>	<p>Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching both in school and remotely</p>	<p>All teachers</p>	<p>SLT to provide cover and support for staff so that they can prepare remote materials</p>	<p>Supply costs £5,600 initially then as required</p>	<p>Teachers feel confident with the use of new technology to support remote learning thus providing pupils with quality remote and in school education</p>
	<p>Provide teachers who are early in their careers with additional mentoring and support.</p>	<p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures</p>	<p>NQT time NQT Mentor time</p>	<p>NQTs provided with extra time to focus on actions and targets. They will have more opportunities to observe more experienced teachers and take part in extra online CPD. Mentors will be given time to support NQT.</p>	<p>Supply costs CPD costs £2,500</p>	<p>Early career teachers feel confident in providing quality teaching thus providing a quality education for the pupils in their class.</p>

	Assess all pupils in reading and writing using standardised assessments	Assessments in core areas can determine gaps needed to be addressed and quality feedback and intervention can support pupils in making progress in these areas.	All teachers	NFER tests in reading and maths from the previous year to be purchased for KS2 KS1 pupils to be assessed in phonics	Assessment materials £849	Gaps identified in order for teachers to identify individual pupil needs and set targets. As a result pupils will catch up on missed learning.
Targeted Support <i>'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy' (EEF)</i>	1:1 support intervention sessions	Due to a prolonged amount of time away from school, lack of social interaction or negative experiences encountered, children may need support in their well-being.	Family support worker	Family support worker will work with pupils who struggle to reengage in school, who are at risk of being persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. Additional time/support to readjust to school; some pupils may be showing signs of anxiety or depression.	Family support worker time – sessions as required £10,000	Children who are suffering from particular anxieties or trauma are helped to improve their mental well-being and they feel safe thus allowing them to focus on their academic learning.

	1:1 music tuition	There is evidence to suggest that learning a musical instrument improves cognitive and physical memory. It also gives disadvantaged pupils a wider experience in the curriculum.	Music teacher	The music teacher will work with SEND or vulnerable pupils to provide them with the opportunity to learn an instrument of choice once per week.	Music teacher £6,100	Disadvantaged or SEND pupils cognitive and muscle memory improves as a result of learning an instrument. They also have an opportunity to develop in an area of learning which they may not have had
	1:1 small group tuition in phonics and reading by a qualified teacher	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.	Teachers	Class teachers will use assessments to identify pupils who needs extra support in reading and application of phonics. Children will then be grouped into small groups and teachers selected to provide additional support.	Teachers £1,661	chance to try. Pupils who have fallen behind through lack of quality phonics teaching or lack of reading materials will be taught explicitly therefore closing the gaps in phonic knowledge or reading.

<p>Wider Strategies</p> <p><i>'Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.'</i> (EEF)</p>	<p>Invest in additional technology to support children's learning</p>	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. Additional technology in school will support children to access learning videos, remote learning Sway lessons and other educational sites.</p>	<p>Pupils identified as not having access to devices</p>	<p>Kindles or ipads will be purchased and distributed to classes where pupils have been identified. A clear programme will be put in place by the class teacher to ensure the technology is being accessed and having an impact.</p>	<p>Costs of technology £3,270 (Kindles) £2,500 (Laptops)</p>	<p>Pupils who have been identified in need of catch up are provided with extra support sessions using the technology available in the classroom.</p>
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Total planned expenditure = £32,480

Costings are estimates and will be adjusted as required