

Covid 'Catch Up' Action Plan Millbrook Primary School 2020-21



Funding Allocation Summary Information			
Number of Pupils	323	Total Catch-Up Premium	£ 32,377
Last Updated : June 2021			
<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 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 Y11.</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> <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>			
Term		Total Allocation	
Autumn 1 2020		£ 3517	
Autumn 2 2020		£ 6460	

Spring 2 2021	£ 9500
Summer 1 2021	£11400

Impact of Lockdown		
Curriculum Area	Impact of Lockdown	Actions
Reading SDP - Priority	<ul style="list-style-type: none"> Regular book swaps were organised during lockdown and online links (Oxford Owl) made available but.... The gap between those that read widely and those that didn't has increased Parents have been given links to the website via the remote learning portal on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children. 	<ul style="list-style-type: none"> Assessment week in Summer 1 will further identify those pupils who need additional support. Appropriate and flexible interventions will be put into place / reviewed to meet their individual needs. Further investment in quality new books for the classroom Further investment in more scheme books Reading Challenges Project X in Yr 3/4 and now Year 5/6 and going into Year 2 Greater focus on phonics from EYFS to Year ¾ Catch Up interventions for key year groups
Writing	<p>The National trend shows that this is the area most affected by the lockdown because:-</p> <ul style="list-style-type: none"> Children have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Stamina and improving their motivation due to the lack of fluency in their ability to write is an issue to be addressed. Handwriting was really affected during lockdown, and though this has improved over time in some teams the older the children the longer it is taking. 	<ul style="list-style-type: none"> More time spent on writing based activities. Writing interventions to target children with the biggest gaps. Children to practise grammar and spellings daily in a discrete lesson Regular Handwriting sessions with application being addressed across all subjects. Greater focus on phonics from EYFS to Year ¾ Now-Press-Play introduced to give chn experiences they have missed Masterclass writing workshop (Visiting Author)
Maths	<p>Pupil Progress Meetings show that this is the area where more children need to CATCH UP.</p>	<ul style="list-style-type: none"> Gaps are addressed by adding in recap lessons which allow the teacher to cover missed key

	<ul style="list-style-type: none"> • Children appear fairly confident with basic strategies, reflected in arithmetic Teacher Assessments. • However specific content has been missed, leading to gaps in learning. 	<p>objectives, in order for the children to progress through the new content.</p> <ul style="list-style-type: none"> • Catch up interventions to take place for some individuals who require additional support on these objectives.
Non-core	<ul style="list-style-type: none"> • 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, sporting experiences WOW STARTERS and FANTASTIC FINISHERS. 	<ul style="list-style-type: none"> • The standard of work in books is to be developed with gaps addressed when they are identified.

Intended Impact of Catch Up Programme

Curriculum planned is aspirational and is intended to regularly assess and fill in gaps.

The approach builds on knowledge and skills to ensure children are to access ARE by the end of Summer 2.

High quality lessons are taught through effective planning and high quality resources.

Comparative data from Spring 1 to Spring 2 has shown a significant impact particularly in maths.

Some year groups have been affected more than others which is a result of the children being in and the level of support given at home during lockdown.

The Covid Action Plan is based upon, the COVID-19 SUPPORT GUIDE FOR SCHOOLS from the E.E.F.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools>

Strategies in this guide are grouped into three categories:

Teaching and whole-school strategies

Supporting great teaching
Pupil assessment and feedback
Transition support

Targeted support

One to One and small group tuition
Intervention programmes
Extended school time

Wider strategies

Supporting parents and carers
Access to technology
Summer Sport

Teaching and whole-school strategies	Costs	Targeted support	Costs	Wider Strategies	Costs
<ul style="list-style-type: none"> Screens to enable intervention groups 	£1068	<ul style="list-style-type: none"> NELI project 		<ul style="list-style-type: none"> Improving parent accountability - 	£500

		<ul style="list-style-type: none"> (Nelson Early Language Intervention) 		<ul style="list-style-type: none"> Pastoral leader to work with those families most affected by the Lockdown to maximise learning for the children. 	
<ul style="list-style-type: none"> Investing in reading scheme 	Approx £5000	<ul style="list-style-type: none"> In the process of ordering more books 		<ul style="list-style-type: none"> Distributed devices provided by DfE Provided Wi-Fi where not in place for pupils at home 	£200
<ul style="list-style-type: none"> Further developing the links with Millbrook Friends – eg books as a gift for Christmas, hard copies of core subject learning provided. 	N/A	<ul style="list-style-type: none"> Code X reading intervention 	£1237	<ul style="list-style-type: none"> Information on website to be updated so that parents/children can access extra resources. 	N/A
<ul style="list-style-type: none"> Teachers are surveyed so that the resources that are needed to make learning more effective are purchased. 	£605.98	<ul style="list-style-type: none"> Code X online resources 	£200	<ul style="list-style-type: none"> Class emails to replace HASP books so that communication can be improved between school and home. 	N/A
<ul style="list-style-type: none"> Assessment / Pupil progress meetings to assess gaps and areas most affected by lockdown and to target chn who have fallen behind 	£200	<ul style="list-style-type: none"> Training staff to enable targeted teaching of Code X 	£126.19	<ul style="list-style-type: none"> Office 365 in place for all pupils Staff training in Office 365 	Separate gov grant
<ul style="list-style-type: none"> Reviewing the teaching of Foundation Subjects based on units of leaning having been missed 		<ul style="list-style-type: none"> 1:1 and small intervention groups across all core subjects for those chn that have been identified as needing CATCH UP. 		<ul style="list-style-type: none"> Encouraging play (play equipment and staff training) 	£1225.84
<ul style="list-style-type: none"> A professional new starter video is made so 	£3000	<ul style="list-style-type: none"> 6/8 hours per week teaching small group intervention in Y5/6 and Year 3/4 	£2000		

that new starters have a smooth transition		•			
• Now Press Play – to target writing skills	£2000	•			
• Upskilling teachers and HLTAs after a period of change	N/A	•			
• Masterclass writing workshop (Visiting Author)	N/A	•			