

Catch-Up Premium Plan

Mersey Park Primary School

Summary information

School	Mersey Park Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,600	Number of pupils	462 (incl F1)

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 from FS2 to Year 6.

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

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.

EEF Recommendations

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	<ul style="list-style-type: none">• All children have missed spring/ summer term maths topics.<ul style="list-style-type: none">➢ F2 – children are showing a lack of knowledge of number rhymes and songs➢ Year 1 – multiplication, division, fractions, time, money➢ Year 2 – shape, fractions, time, measure, statistics, money➢ Year 3 – fractions, time, shape, measure➢ Year 4 – decimals, money, time, statistics, shape,➢ Year 5 – decimals, percentages, shape, measure➢ Year 6 – shape, statistics, measure, ratio, proportion – moved to Year 7• Many year groups have missed topics such as; shape, time, measure, money, statistics• The largest regression in subject knowledge was seen in upper Key Stage 2
Writing	<ul style="list-style-type: none">• All children missed summer term spelling patterns and revision of year group common exception words• Many teachers have commented on a regression in children’s handwriting and presentation skills• Children have displayed a significant regression in stamina for writing• KS1 teachers have found children to have reduced fine motor control and pencil grip strength• The largest regression has been seen in FS and KS1
Reading	<ul style="list-style-type: none">• All teachers have found a drop in children’s comprehension skills and ability to engage with the text• All teachers have seen a drop in children’s vocabulary knowledge• KS1 teachers have found children’s phonic knowledge has been lost during lockdown• KS2 teacher have found children’s fluency, speed and stamina in reading has decreased
Spoken Language	<ul style="list-style-type: none">• Limited expressive language in Foundation Stage• Children struggling to articulate ideas• Reduced listening skills• Reduced awareness of appropriate tone in more formal conversations
Non-core	<ul style="list-style-type: none">• Teachers have seen a drop in children’s fitness levels and an increase in obesity.
Social and Emotional	<ul style="list-style-type: none">• Teachers have seen a regression in resilience• Previously good peer relationships in upper KS2 have declined due to overuse and inappropriate use of social media and technology• Good routines, such as bed time, have lapsed and children are tired when in school• KS1 and KS2 teachers have seen an increase in oppositional and defiant behaviour

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>High quality teaching for ALL... Supporting great teaching:</p>	<p>Whole school</p> <ul style="list-style-type: none"> • Additional teaching groups • Use of White Rose catch up materials • Topic taught through reading • Additional maths dictionary work • Word Aware throughout school • Vocabulary walls • Additional reading books sent home each week • Relevant and specific learning packs for isolating children <p>Foundation Stage</p> <ul style="list-style-type: none"> • Sign up to NELI (Speech and Language intervention) through government catch up tuition funding. • Three members of staff with each F2 class. Baseline completed by end of September. • 6 phonics groups. Additional guided reading groups <p>Year 1</p> <ul style="list-style-type: none"> • Additional group support during Autumn term (RE). • Small group additional reading/ phonics November (JB) 4 phonics groups taught twice a day. Additional guided reading in afternoon. Topic taught through reading and spoken language. • Additional handwriting in afternoon <p>Year 2</p> <ul style="list-style-type: none"> • Year group put into 3 smaller classes for the year. Teacher and TA in each class. • Additional guided reading. Topic taught through reading and spoken language (P4C) • Phonics taught 6 times a week • Afternoons: 1 additional writing session, additional maths sessions, additional spelling session, three additional guided reading sessions • (Class topic books rather than individual for autumn and spring terms) 		<p>MT SLT</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

	<p>Year 3</p> <ul style="list-style-type: none"> • Additional teacher each morning in Year 3 (SB) to withdraw children for catch up sessions- emphasis on basic skills understanding and handwriting • Baseline reading age • Additional reading- SRP approach and Project X code • Use of maths themes each week to focus on throughout the week e.g. Shape, angles • Purple Mash -additional Times Tables work Additional tables homework <p>Year 4</p> <ul style="list-style-type: none"> • Additional teacher (HP) each morning for catch up sessions with lower ability groups from both classes. • Baseline reading age • Use of maths themes each week to focus on throughout the week e.g. Shape, angles • Purple Mash -additional Times Tables work Additional tables homework • Project X code each day for lower ability groups- HP • Additional afternoon Guided Reading, VIPERS and handwriting • Use of new, high quality Guided Reading books to develop vocabulary • Additional Spelling – 1 afternoon a week to focus on common exception words <p>Year 5</p> <ul style="list-style-type: none"> • Year group put into three smaller classes each with TA support. Additional guided reading and basic skills lessons. • Topic taught through reading LBQ in afternoons • TA intervention in afternoons (AT) focussing on misconceptions and pre-teaching • VIPERS- 2 afternoons a week Maths Dictionary every afternoon • Additional Times Table work each week <p>Year 6</p> <ul style="list-style-type: none"> • Year group taught by 4 teachers with two teaching assistants. Baseline assessed for each subject. Analysis of gaps in learning. • Careful tracking of pupils' assessments from KS1. • Extra VIPERS in the afternoons Reading time increased in mornings Maths Dictionary work each afternoon Pre-teaching intervention (LH) LBQ homework 			
<p><u>Effective diagnostic assessment...</u> <u>Teaching assessment and feedback:</u></p>	<ul style="list-style-type: none"> • Extended handover with previous teacher to ensure thorough knowledge of the child with a holistic view • Teachers analyse new class target tracker data from Spring 2 to establish accurate start points 		SLT	<p>December 2020</p> <p>April 2021</p>

	<ul style="list-style-type: none"> Pupil Progress meeting to be held early in the new year with previous teachers present Formal assessments to be delayed until Autumn 2 in order to support children's mental health Teachers will continue to use school's thorough marking policy to provide valuable individual feedback to children 			July 2021
<u>Supporting remote learning...</u> <u>Ensuring equity of access for all:</u>	<ul style="list-style-type: none"> Purple Mash online platform to continue to be used to support children learning from home LbQ to continue to be used for Year 5 and 6 pupils to access with new daily activities added Google Classroom set up for all children from F2 - Year 6 to access On line Bug Club Paper Work packs Laptops for children who do not have access at home 		SLT VI JW	December 2020 April 2021 July 2021
<u>Focusing on professional development...</u> <u>Supporting great staff:</u>	<ul style="list-style-type: none"> Google Classroom training provided for all teaching staff Individual staff training needs addressed through Performance Management Vocabulary INSET for all staff Rest Easy INSET for all staff to support children's transition back to school routines and expectations ICT curriculum INSET for all teaching staff CPOMS training for all staff 		SLT	December 2020 April 2021 July 2021
<u>Transition support...</u> <u>Welcoming new starters:</u>	<ul style="list-style-type: none"> All new staff to have thorough induction process NQT to be supported by KS1 SLT Autumn 1 – team teaching, observation, NQT release time to observe year 1 colleague – jigsaw, P4C, phonics, guided reading, maths dictionary Year 3 new staff member to teach alongside experienced member of staff and work with groups Year 4 new staff member to be supported by KS2 SLT 		SLT	December 2020 April 2021 July 2021
Total budgeted cost (Staffing and REST EASY)				£101,532

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>High quality 1-to-1 and small group tuition...</u> <u>Academic tutoring programme</u>	<ul style="list-style-type: none"> Additional teachers in F2, Year 2 and Year 5 all day Additional teachers in Year 3, Year 4 and 2x Year 6 mornings for small group work NELI training programme Additional Speech Therapist support 		SLT	December 2020 April 2021

				July 2021
<u>Teaching Assistants and targeted support... Intervention programme</u>	<ul style="list-style-type: none"> • Every FS and KS1 class all day TA support • KS2 all morning TA support • NELI • Project X Code group work- additional reading 			December 2020 April 2021 July 2021
<u>Extended school time... Before/After school focussed support clubs</u>	<ul style="list-style-type: none"> • Year 2 Writing Catch Up club 			December 2020 April 2021 July 2021
<u>Planning for pupils with SEND... Intervention programme</u>	<ul style="list-style-type: none"> • Small group support for SEND children within each year group • 1:1 support as necessary • Trial of iASEND progress tracker • SEND support Implementation Plan in place 			December 2020 April 2021 July 2021
Total budgeted cost (additional TA support)				£64,640

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u>	<ul style="list-style-type: none"> • Additional information provided for parents via letters, email, texts, website • Anomoly communication boards • Home School Liaison Officer support • Individual Home/ School phone calls for all parents during autumn term • Survey Monkey to listen to parents/ carer's concerns • Delivery of work packs when necessary • Delivery of food parcels 			December 2020 April 2021 July 2021

<p><u>Ensuring access to technology...</u> <u>Enabling all learners equal access to the provision:</u></p>	<ul style="list-style-type: none"> • Online access audit completed for whole school to assess which pupils have access to wifi, laptop and tablet • Government laptops received and set up to be distributed as needed 			<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<p><u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u></p>	<ul style="list-style-type: none"> • Recovery curriculum outlined in SDP • Rest Easy approach adopted and all staff trained • ELSA support • 1:1 support as necessary • Lego Therapy • Now/ Next boards in all rooms • Mindfulness activities each day • Lunch club • Afternoon nurture group 			<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
Total budgeted cost				<p>£101,532 + £64,640= £166,172</p>
Cost paid through Covid Catch-Up				<p>£33,600</p>
Cost paid through charitable donations				<p>0</p>
Cost paid through school budget				<p>£132,572</p>