

Catch-Up Premium Plan 2020-21- Primary



Summary information					
MAC	The Romero Multi Academy Company				
Academic Year	2020-21	Total Catch-Up Premium	£158,000	Number of pupils	2053

Guidance

Children and young people across the country have experienced unprecedented disruption to their education due to the coronavirus (COVID-19) pandemic. We predict that 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 of catch-up funding 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
<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> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

MAC Strategy

A working party for the MAC is undertaking the planning and use of the funding. Barriers to learning are being identified at school and MAC wide level. Bespoke support for pupils is being identified by need and planned to ensure measurable impact can be captured. A detailed planning and impact document will be produced to share at Board, Core Committee and LAC levels.

Identified impact of lockdown

All schools identified the impact of the lockdown on our children since March 2020 based on: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic', Carpenter and Carpenter (2020)

The questions below, based on the 5 levers, helped us identify the support our recovery curriculum:

- RELATIONSHIPS "We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored"
- COMMUNITY "We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school"
- TRANSPARENT CURRICULUM "All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss."
- MEGACOGNITION "Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners"
- SPACE "To be, to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations"

Questions:

What have the children enjoyed during lockdown?

What have the challenges been?

How do they feel now?

What are their worries and fears?

What help would they like with their learning?

How can we support their return to school?

How can we support you, as parents?

Do you have any questions? Is there anything else that you feel we should know?

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)	Review date
<p><u>Teaching and Learning</u> Detailed planning implemented based on intelligence from assessment. Teachers are fully aware of the needs of all pupils and can evidence impact from the additional planning and measures put in place.</p> <p>Resources support the planning for best practice at class level. Home learning is fully supported</p>	<p><i>Release time and additional cover will be required to facilitate the additional PPA.</i> <i>(£1,500 x 7 = £10,500)</i></p> <p><i>Purchase additional resources to support planning.</i> <i>(£1,000 x 7 = £7,000)</i></p>	<p>Staff have implemented the LBQ and PIXL resources to assist when completing small group and individual therapy sessions.</p> <p>Quality teaching of the Romero curriculum/ planning has helped the children. This has also allowed teachers the time to adapt plans to ensure good quality lessons are being taught.</p> <p>September 2020, the Romero working party created a Catch Up curriculum for the children on their return to school. This was to assist the children to narrow the gaps after lockdown and give teachers the time to get to know their new classes.</p>	<p>Autumn 2 2021</p>
<p><u>Identifying and Assessing</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>Gaps in learning are identified through robust assessment of academic levels, plus barriers to learning for targeted pupils are identified and diminished.</p>	<p><i>PiXL Assessment/ intervention package used for gap analysis for all pupils (£2,700 x 7 = £18,900)</i></p> <p><i>Wildly Important Goals (WIGs) set for each child at annual WIG meetings in each school.</i></p> <p><i>Barriers to learning overview completed for each school to feed into bespoke tailored support on an individual need basis.</i></p>	<p>WIGs were set at the beginning of the school year with class teachers and SLT (2020/21 academic year). These were then used as an aspiration for the children.</p> <p>PIXL assessments (Spring/ Summer term) used to identify the gaps children have in their learning.</p>	<p>Termly in line with assessments</p>

		Barriers to learning document completed by class teachers considering the best ways we can support the children.	
<p><u>Leadership of funding</u> The plan for catch-up funding is fully implemented and monitored for consistency of delivery. Analysis of impact of funding is sought and detailed onto the plan by the catch-up champion.</p>	<p><i>3 term opportunity for a catch-up champion role in each school with a fixed term non-consolidated payment attached to the role. (£2,500 x 7= £17,500)</i></p>	<p>Catch up champions have been in place in all 7 schools since January 2021.</p> <p>John Paul Maguire has taken the lead at Corpus Christi and has been involved in training support staff to ensure they can use PIXL effectively. He has had discussions with class teachers around our catch up children and delivered afterschool clubs to help children in target year groups.</p> <p>Governors have been kept up to date with what is going on in school as John Paul was previously a staff representative.</p> <p>Staff meeting has been planned for Autumn 1 2021 to discuss plan for Autumn term.</p>	September 2021
Total budgeted cost			£71,643

ii. Targeted approaches			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<p><u>Intervention/Therapy programme</u> Pupil needs are identified through individual assessment. A bespoke approach to support is effective in diminishing gaps in learning, through a package of trademarked, tailored interventions.</p>	<p><i>Additional release time and training to support the delivery of the interventions/therapies; PiXL therapies, Times Table rock stars, Boosting Reading at Primary, Nuffield Early Language intervention.</i></p> <p><i>Targeted intervention TA delivery</i> <i>(7,500 x 7 = £52,500)</i></p> <p><i>Subscriptions maths (total all schools = £1158)</i></p> <p><i>Reading intervention training (£377 x 7 = £2,639)</i></p> <p><i>Purchase additional resources to support planning</i> <i>(£1000 x 7 = £7,000)</i></p>	<p>Interventions planned for individual pupils with therapies and interventions delivered by teachers and TAs.</p> <p>Staff received training on using different reading strategies to help children develop. This was then delivered 3 x weekly to pupils identified. This was particularly successful in year 5 and 6 where several pupils made good progress.</p>	Ongoing
<p><u>Remote Learning</u> Remote learning is seamless from school to home and is linked directly to the curriculum intent</p> <p>A range of paper based and internet-based learning opportunities are available for all pupils to access</p>	<p><i>600 Student Licenses for Seesaw for Schools: 12/01/2020 to 11/30/2021</i> <i>(Total cost all schools = 2,640.00)</i></p> <p><i>CGP Books</i> <i>Year 1 to Year 6 -variety of Maths and English Bundles</i> <i>(Separate charges per school x7 = £17,743)</i></p>	<p>CGP books used to target specific children and help challenge their learning. These have also been useful for when children have been isolating and having issues accessing technology. When used to challenge learning, these have proved to be a great summative assessment tool for teachers before moving learning on.</p> <p>See Saw was fundamental for all children in KS1 whilst learning from home. It has helped when the children returned to school to focus on their identified gaps.</p>	Ongoing
<p><u>Barriers to Learning</u></p>		<p>TAs have supported children who have struggled to access the</p>	September 2021

<p>Pupil with English as an additional language have access to language support to allow them to fully access the curriculum offer</p>	<p>Teaching Assistants offer support for pupils with additional language needs. (£3,000 x 7 = £21,000)</p>	<p>curriculum. This has been in the form of smaller group working and 1-1 sessions across the school.</p> <p>Where reading has been a focus, class teachers and TAs have spent time with specific children helping them to understand the key vocabulary so that they can understand the key points in a question and text.</p>	
Total budgeted cost			£86,937

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<p><u>Supporting parents and carers</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>Parents are aware of ways in which they can sort their child's learning at home</p>	<p>Home-learning curriculum books are purchased and set aside for children to take home when home-learning occurs. (see CGP book costs)</p> <p>Parent support materials produced and distributed to all parents for details on how to support their child's learning compiled by the Catch-up champions. (£115 x 7 = £805)</p>	<p>Provided children and families with devices to support their children with home learning.</p> <p>Identified year groups with the most severe need – offered after school 'catch up' groups to support them.</p>	<p>Help guides created for access to teams during lockdown.</p> <p>Children have been invited in to school to have additional support with their work.</p> <p>Homework clubs have been started to provide more support in school.</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate</p>	<p>DfE releasing pupil devices during year group closures.</p> <p>IT Team to acquire free SIM cards for families - maximum number allocated per school obtained.</p>	<p>Approximately 50 devices were provided for those children and families that needed them to access remote learning.</p>	<p>Ongoing – when closures occur due to COVID-19</p>

through discrete teaching, online intervention packages and independent online activities.	<i>Distributed to families without connectivity to the internet for Remote Learning. (FOC)</i>		
			Total budgeted cost £805
			Total cost paid through Covid Catch-Up £159,357