

Millhouse Primary School – Catch up Funding Strategy document

Funding allocation (Mainstream Schools)

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.

Payments

This funding will be provided in 3 tranches. Schools will be provided with an initial part payment in autumn 2020, based on the latest available data on pupils. Then the government will distribute a second grant payment in early 2021, based on updated pupil and place data from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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. (See also EEF - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6 119

Proportion of disadvantaged 24%

Catch-up Premium allocation (No. of pupils x £80) £9520

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)


- Not all children engaged with home learning offer following school closure. Therefore previous gaps widened for some children, particularly disadvantaged .
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return.
- Staff identified reading as key catch up priority - Pupils were baselined in reading on return (phonics skills/ bench marking) and pupils identified who required additional intervention/ catch up support in this area.
- Writing stamina identified as an area of concern following return to school. Improving this area identified as priority.
- Decision made to address individual maths catch up needs following end of autumn term assessments. Priority in autumn term ensuring focused teaching and targeted support within class.
- Early language skills lower on entry than previous cohorts.
- Aware of pupils who struggled with mental health needs/ anxiety during lockdown. Ensuring well being of all pupils a key priority.
- Ensuring physical fitness/ stamina of all pupils also identified as key area as aware that some pupil not active during lockdown period – to be addressed via use of sports premium funding.

The EEF has produced a Covid-19 support guide for schools which details 3 areas to consider within responding to the pandemic.

Area	Aspect	School priorities
Teaching and whole school strategies	Supporting great teaching Transition support Pupil assessment and feedback	Professional development for staff to support curriculum teaching Professional development for staff to support use of technology for remote learning. Ensuring targeted teaching and support available within maths and English lessons to support catch up/ closing of gaps formed including facilitating provision of verbal feedback (feedback identified in EEF teaching-learning toolkit as having positive impact).
Targeted approaches	1:1 and small group tuition Intervention programmes	Reading 1:1 - phonics and reading tuition Catch up reading NELI programme Maths small group interventions 1:1 tuition (accessing subsidised funding)
Wider strategies	Supporting parents and carers Ensuring access to technology Well being Metacognition and self-regulation	Social interventions/ well being interventions to support pupil mental health

i. Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff confident in knowledge of appropriate approaches to facilitate catch up of pupils.	<p>Access to CPD for staff:</p> <p>Maths catch up</p> <p>Reading Catch up</p> <p>English Hub twilight CPD/ Reading Specialist Days</p> <p>Dissemination of training via staff meetings</p>	<p>EEF identified great teaching as key factor in effective catch up. Within this identified professional development to ensure staff equipped with necessary skills and knowledge to support curriculum planning.</p> <p>Future lockdown/ bubble closure/ individual isolations</p>	<p>Monitoring of data (autumn term assessments)</p> <p>Work scrutiny</p>	KG/ MR	End of Dec 2020
Staff confident in use of technologies to support remote learning.	<p>CPD for staff re use of remote learning platforms/ technology.</p> <p>-INSET</p>	<p>Effective remote learning is required to ensure pupil progress if further isolations happen and no further widening of gaps.</p>	<p>Monitoring of engagement of pupils.</p> <p>Parental feedback.</p>	KG/MR	End of Dec 2020
Accelerated progress of pupils, closing gaps which have formed during lockdown period. All pupils achieve at least in line with attainment prior to lockdown.	<p>Additional TA hours to facilitate targeted support of identified pupils/ groups of pupils within maths and English lessons - provision of focused verbal feedback to facilitate accelerated progress/ catch up.</p>	<p>EEF identified effective feedback impacts positively on pupil attainment/ progress.</p> <p>Facilitating targeted teaching ensures effective progress of all pupils.</p>	<p>Monitoring of data (autumn term assessments)</p> <p>Work scrutiny</p>	KG/MR	End of December 2020
Total budgeted cost					£5618

ii. Targeted approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All pupils achieve age related expectations in phonics (unless cognitive needs) Attainment in phonics screening test is at least in line with national.</p> <p>Reading outcomes at KS1 and 2 are at least in line with national. Accelerated progress evident for pupils who have fallen behind during school closure period.</p> <p>Maths outcomes at KS1 and 2 are at least in line with national. Accelerated progress evident for pupils who have fallen behind during school closure period.</p> <p>Improved oral language skills of children aged 4-5 in need of support in this area.</p>	<p>Effective teaching of phonics (Floppy Phonics scheme). -JB release to coach staff/ monitor teaching and progress</p>	<p>EEF teaching and learning toolkit shows effective phonics teaching has positive impact on progress.</p>	<p>Phonics tracking – monitored by JB (EYFS / phonics lead) and English Hub.</p>	JB	<p>End of December 2020</p> 
	1:1 phonics tuition	EEF toolkit shows 1:1 tuition by teacher/ TA can be effective in delivering progress.	Phonics tracking – monitored by JB (EYFS / phonics lead) and English Hub.	JB	
	1:1 reading – focus on comprehension strategies	EEF toolkit shows 1:1 tuition by teacher/ TA can be effective in delivering progress.	Monitoring of data (autumn term assessments)/ Benchmarking	SC	
	Small group reading intervention – comprehension focus	EEF toolkit shows reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Monitoring of data (autumn term assessments)/ Benchmarking	SC	
Maths individual/ small group tuition (from January 2020)	EEF toolkit shows 1:1 tuition by teacher/ TA can be effective in delivering progress.	Monitoring of data (spring term assessments)/ Benchmarking	MR		
NELI programme involvement (staff release to undergo training/ TA time to deliver programme)	Training for programme funded by DFE. EEF state evidence indicates that children's oral language ability during their early years is one of the strongest predictors, of not just later success in literacy and numeracy, but also their employment and wellbeing.	Language screen conducted at start and end of programme. Monitoring to ensure effective delivery of programme by EYFS lead.	JB		
Total budgeted cost					£3402

iii. Wider strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils well being strong enabling them to access learning.	1:1 or small group well being support/ self-esteem sessions Social group sessions	EEF toolkit states: Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Monitoring of impact by SENCo. Thrive assessments show progress. Positive attitudes of pupils participating in interventions evident in class.	JD/ KG	December 2020
Pupils exhibit high levels of independence and resilience in approach to learning.	Metacognition - teaching specific strategies for planning, monitoring and evaluating their learning. via BLP focus.	EEF toolkit states: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	SLT monitoring – pupil interviews/ work scrutiny	KG/ MR	
Total budgeted cost				£500	