

MARLFIELDS PRIMARY ACADEMY COVID CATCH-UP PREMIUM PLAN 2020-21

Summary Information					
School	Marfields Primary Academy				
Academic Year	2020-2021	Total Catch-Up Premium	£12,640	Number of pupils	191

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).</p> <p>Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of last 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 from Reception through to Year 6.</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>	
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 Supporting great teaching Pupil assessment and feedback Transition support</p> <p>Targeted approaches One to one and small group tuition Intervention programmes Extended school time</p> <p>Wider strategies Supporting parents and carers Access to technology</p>

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Identified impact of lockdown at our school	
Emotional	<p>Many children have experienced a great deal of loss through:</p> <ul style="list-style-type: none"> • Lack of daily routines • Low feelings of self-worth • Lack of social interactions • Loss of freedom – leading to low self-image, self-esteem, self-concept and self –efficacy • Anxiety (both their own and absorbing adult anxiety around them) • Trauma and bereavement <p>Children had lost their sense of belonging to school and their class. Many children and their families were worried about the return being safe. More often than not, our children had lost routines that had provided them security and safety. Some children have struggled with new routines and procedures in place.</p>
Writing	<p>Children haven't necessarily missed units of learning but they have lost essential practising of writing skills. GAP's specific knowledge has suffered, leading to a lack of fluency in writing. Many children have lost stamina as long pieces of writing has been difficult to maintain whilst the children were at home. Their writing was often not completed which has led to de-motivation too.</p> <p>Attitudes towards writing – purpose or reasons for writing</p> <p>Stamina</p> <p>Resilience</p> <p>Grammar, Punctuation and Spelling</p> <p>Presentation</p>
Reading	<p>Children accessed reading during lockdown more than other subjects. A wide variety of online and paper reading activities and books were made available. Daily phonics sessions were also made available – there remains gaps in Phase 5 phonics e.g. split digraphs. The children are generally less fluent in their reading and the gap between those children that read often and those who didn't, has widened.</p>
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however, they are quite simply, 'behind'.</p> <p>Recall of basic skills and number has suffered – children are not able to recall number facts, times tables and have forgotten taught calculation strategies. This is reflected in baseline assessments and checkpoint tests.</p>
Main barriers to	<p>We have also identified four main barriers to learning for our pupils; all have been negatively affected in some way by the COVID-19 pandemic.</p>

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Educational achievement identified	<p>Poor attendance and punctuality – many of our disadvantaged pupils have poor attendance and punctuality, caused by a range of factors including attitude towards education, distance from school and issues at home.</p> <p>Poverty of language alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home.</p> <p>Disadvantaged pupils gap widening with areas of weakness in reading, writing and/or maths; gaps in their learning or misconceptions which prevent further progress.</p> <p>Poor emotional wellbeing and mental health due to a range of factors including chaotic home life and traumatic life experiences.</p>
Other	<p>There are now significant gaps in knowledge – whole units of work have not been taught and as a result the children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connection between concepts and themes across the curriculum. Children have also missed out on curriculum experiences e.g. trips, residential, visitors and powerful curriculum moments.</p>

Planned expenditure – The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools

Teaching and whole-school strategies

Desired outcome	Chosen approach/implementation and anticipated cost	Impact (what we want to achieve in orange and once reviewed will move to black)	Staff lead	Review date
<p>Supporting great teaching: The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for subject leads and teachers to research and plan non-core subjects to ensure scheme of work for school is in place linked to COVID-19 recovery plan. Release time for subject leads – staff meeting time allocated to allow teachers to identify gaps in the curriculum identified as a result of lockdown.</p> <p>£1500</p>	<p>All staff will have accurate knowledge of identified strength and weaknesses in pupil knowledge to inform teaching and learning.</p> <p>Pupils in need of support will be identified.</p>	<p>SMT Subject leads EYFS manager</p>	<p>July 2021</p>

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<p><u>CPD</u> All staff complete Pathways to reading to support reading strategies Due to the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly. Reading books due to the CPD programme will be bought and the pandemic guidance.</p> <p>Identified pupils will have significantly increased rates of support to reinforce their skills.</p>	<p>CPD high quality teaching on reading – Pathways to learning completed to support reading focus of catch-up. Purchase of Big Cat Phonics online platform for reading at home. Develop books within the EYFS to encourage reading at home and in school £2000 Purchase additional manipulatives and reading books</p> <p><u>One-to-One support</u> Specific language teacher for individual needs to support boosting after closure – phonics/1:1, SALT, Maths, writing, reading. £1500</p> <p><u>National tutoring programme</u> Engage in the NTP all of Year 5 pupils access the 15 hours support and then our SEND group up until July 2021 £3000 Additional teacher/TA to support this time and lower pupil /teacher £ratio. £1000</p>	<p>Improved performance of targeted pupils, in relation to intervention given.</p> <p>Gaps in learning narrowed or eradicated</p>		
<p><u>Teaching assessment and feedback:</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>Increased non-contact time for school SENDCo Lead ELSA support £1000 SWAN training for all staff £500 WELLCOM Speech & language early years assessment tool implemented in Nursery and reception – Teacher/TA time £600</p>	<p>Assessments undertaken regularly and shown to support learning and teaching.</p> <p>Improved performance of targeted pupils.</p> <p>Monitoring show impact.</p>	SMT Assessment lead	July 2021

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<p>Teachers have a clear understanding of the pupil's emotional needs of individual in their classes so that support can be put in place if necessary.</p> <p>Keeping parents updated with COVID arrangements including</p>	<p>Introduce 'myHappyMind' programme across the whole school. Attendance at course costs £600</p> <p>Ensure wellbeing is throughout the school and given points of high anxiety is supported such as transition to High School for Y6 and moving classes for all pupils in July. £250</p> <p>Purchase of parent's evening platform to ensure communication can continue during lockdown to parents. £450</p> <p>Access to technology – ensure allocation to those who need so that children can continue to access discrete teaching, reading resources and independent online activities. Set up time for resources - £350</p>	<p>Interventions used shows impact.</p> <p>Pupils are well supported for emotional needs, quickly identified.</p> <p>Tutoring sessions used where identified.</p> <p>Pre-post assessments done to support showing impact.</p> <p>Pupil progress meetings show improvements and support is targeted correctly.</p> <p>Safeguarding and behaviour records will show impact of strategies.</p>		
<p><u>Transition support:</u> Children who are joining school from different setting or who are beginning their schooling with Marfields have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>ICT and admin support to prepare information to be shared with new starters due to visits not following guidance.</p> <p>Parent's Evening/Consultation meetings/Phone calls £500</p>	<p>Parents kept informed of their child's progress and the effects that the pandemic has had on them moving forward – parents give support.</p>	<p>SMT Year 6 teacher EYFS Manager</p>	
Total budgeted cost			£12,650	