

Middlestown Primary Academy Catch Up Premium Strategy 2020-2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst principals/headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback

Targeted approaches

- One to one and small group tuition
- Intervention programmes

Wider strategies

- Supporting parent and carers
- Access to technology
- Worry club

Summary information

School	Middlestown Primary Academy		
Academic year	2020-2021	Number on roll (total)	
Allocated funding (Catch Up)	£13840	Number of PP on roll (total)	

Accord MAT Vision (KPs)

<p>Key Priority 1 Leading Success Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes for young people across the academy.</p>	<p>Key Priority 2 Achieving Success All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points</p>	<p>Key Priority 3 Securing Success Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.</p>	<p>Key Priority 4 Developing Success All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high quality professional development and partnerships.</p>	<p>Key Priority 5 Standards for Success All students maintain the highest standards for success across all aspects of academy life.</p>	<p>Key Priority 6 Supporting Success All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.</p>
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Barriers to learning as identified in September 2020

B1	Literacy skills - Gaps in knowledge that have appeared between March and July 2020
B2	Numeracy skills - Gaps in knowledge that have appeared between March and July 2020
B3	Attendance - Maintaining a high attendance % for all pupils as a priority
B4	Parental engagement - Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B5	Transition – Ensuring that children are not disadvantaged by enforced lack of effective transition due to Covid-19 particularly in Early Years
B6	Access to technology and remote learning - Ensuring all students can access online learning at home and that all staff are confident in delivering remote learning
B7	Pastoral - Ensuring our SEND and Disadvantaged pupils are making social, emotional and academic progress following the lockdown period. Understanding the anxieties all children may have following lockdown.

Teaching and whole school strategies

Action	Barrier/KP	Intended outcome	Implementation	Staff lead/ Costs	Review
High quality teaching for all (face to face and remotely)	B1, B2, B4, B7, KP1, KP2, KP3, KP4, KP6	Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils, positively impact upon learning.	<ul style="list-style-type: none"> • Training for all staff on using 'live lessons' in Microsoft Teams • Parent FAQs re remote learning written and shared • Bank of laptops to be set up to support children without access during a bubble closure 	HY/SS/CR JT ST	Through monitoring calendar Through sampling of recorded live lessons

			<ul style="list-style-type: none"> Vulnerable and disadvantaged list revisited to ascertain laptop requirements 	JT/CA	
Effective diagnostic assessment	B1, B2, KP1, KP2, KP6	Own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils and subsequent remodelling of curriculum and interventions.	<ul style="list-style-type: none"> Ongoing assessment to ascertain those children who would benefit from additional catch up Standardised assessments in literacy or numeracy used to identify pupils who would benefit from additional catch-up support. Completion of RAP sheets including target setting information. Discussion with SLT at pupil progress meetings 	HY costing: £900 SLT costing £640 KS leader: £654	September 2020 for initial assessment Review at first data point and discuss at pupil progress meetings
Supporting Early Career Teachers	B4, B7 KP3, KP4	All Early Career Teachers (NQTs and RQTs) are supported so that gaps in pedagogy caused by Covid 19 lockdown are filled.	<ul style="list-style-type: none"> RQT programme to include a professional mentor for RQT from the Senior Management Team and regular CPD on gaps in pedagogy Regular learning walks from SMT and subsequent intervention 	HY/NA	Monthly RQT mentor meeting
Transition support	B1, B2, B5, B7 KP2, KP6	Smooth transition for the youngest children into starting school	<ul style="list-style-type: none"> Home visits virtually with parents as an introduction to school Preparation of documentation 	AG: £800	At each data point entry
				Cost	£

Targeted approaches					
Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
Year 4, 5 and 6 literacy and numeracy catch up programme	B1, B2, KP1, KP2. KP6	To close gaps in knowledge in identified subjects through developing interventions to proactively meet the needs of learners and allow pupils to make progress.	<ul style="list-style-type: none"> Identification of small groups of children for intervention Appointment of qualified teacher to work with these groups Regular quality assurance of these sessions. Review of progress through RAP sheets and subsequent amendment of pupils involved in programme 	HY/CR ST: £4578 Sum 1: £1526	At each data point entry through the use of RAP

Year 2 literacy catch up programme	B1, KP1, KP2, KP6	To close gaps in literacy through developing interventions to proactively meet the needs of learners and allow pupils to make progress.	<ul style="list-style-type: none"> • Identification of small groups of children for intervention • Identification of an appropriate teaching assistant to work with these groups • Regular quality assurance of these sessions • Review of progress through RAP sheets and subsequent amendment of pupils involved in programme 	HY/CH KH :£655	At each data point entry through the use of RAP
UF, Year 1 and 2 phonics catch up intervention	B1, KP1, KP2, KP6	To close gaps in phonics knowledge through developing interventions to proactively meet the needs of learners and allow pupils to make progress.	<ul style="list-style-type: none"> • Identification of small groups of children for intervention • Identification of appropriate phase for intervention • Identification of an appropriate HLTA to work with these groups • Regular quality assurance of these sessions. • Review of progress through RAP sheets and subsequent amendment of pupils involved in programme 	CA HJ: £1360 Sum £461 Resources: £47	At each data point entry through the use of phonics screening check
UF fine motor skills catch up	B1 KP1, KP2, KP6	To improve the fine motor skills not developed sufficiently through lack of appropriate activities during school closure	<ul style="list-style-type: none"> • Introduce a range of activities to strengthen fine motor skills • Research and purchase further resources to support the development of fine motor skills 	CA £49 + £43	Ongoing child observation and teacher assessment
Cost					£

Wider strategies					
Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
Parent/carer support programme	B5, B7 KP2	Increase parental engagement in the academy	<ul style="list-style-type: none"> • SLT weekly parent update letter/bulletin • MAT weekly newsletter • Continue with weekly bedtime stories to encourage parents to do this and to demonstrate how to read effectively • Ensure regular and effective communication with parents via Seesaw and Teams 	HY	Parent questionnaire

			<ul style="list-style-type: none"> Investigate the use of technology to conduct virtual parent consultation evenings 		
Access to technology and remote learning for all	B1, B2, B4, B6 KP2, KP3	All children have access to remote learning during partial or full closure. Disadvantaged children without technology are identified and laptop loan put in place	<ul style="list-style-type: none"> Parent FAQs re remote learning written and shared Bank of laptops to be set up to support children without access during a bubble closure Vulnerable and disadvantaged list revisited to ascertain laptop requirements Use technology weekly for the delivery of homework to ensure the consistent use of Teams and Seesaw by children and parents Invest in Rising Stars online to increase the amount and frequency of home reading 	JT ST JT/CA	
Worry club	B4, B5, B7 KP3, KP4	Children identified with anxieties due to Covid-19 and school closure will work in small groups with Learning Mentor to discuss and improve children's resilience	<ul style="list-style-type: none"> Children identified for small group work Training for learning mentor Regular quality assurance of these sessions 	CA KS: £1360 Sum: £461	Review half termly to ensure correct children in the groups and swap around where necessary
Cost					
Overall cost					£13,534