

Coronavirus Catch Up Premium Grant 2020-21

SUMMARY INFORMATION			
Total number of pupils:	410	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,800		



STRATEGY STATEMENT

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

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 headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

At Macaulay, we understand that during the Covid period children had very limited access to home learning. This was due to a number of reasons: limited access to technology and the internet, support accessing learning. We therefore have set our priorities as;

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Catch up Programme

A carefully planned 4 week catch up programme to close the gaps missed due to COVID-19, focusing on core subjects.

Remote education

1. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
2. Develop remote education so that it is integrated into school curriculum planning.

Tutoring/Group interventions

To raise the attainment of ALL pupils to close gaps in knowledge that children created by COVID-19 school closures.

Resources to support home learning

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

BARRIERS TO FUTURE ATTAINMENT

A	Gaps in knowledge caused by COVID-19.
B	Poor access to home learning
C	Quality of remote teaching and learning

TARGETED SUPPORT

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>A - High quality and robust 4 week catch-up curriculum implemented.</p> <p>New book-led curriculum started to ensure the curriculum remains broad and ambitious.</p>	<p>Catch up curriculum will ensure gaps in learning from lockdown are narrowed rapidly before embarking upon year group objectives.</p> <p>New curriculum will be rolled out establishing high expectations, engagement, interest and inspiration.</p>	<p>Providing up front training and follow on support.</p> <p>Implementing change in a logical, well-sequenced plan.</p>	<p>Subject leaders carry out robust monitoring.</p> <p>Clear training and CPD for all teachers on the catch-up programs and new curriculum.</p> <p>Coordinated approach and moderation in all local Delta primary academies when implementing the new curriculum.</p> <p>High expectations in books that all staff understand.</p>	<p>TH</p> <p>AH</p> <p>DB</p>	<p>October half term</p>



<p>A – High quality intervention for ALL pupils from R to Yr6</p> <p>Aut - £10,530.00 Spr – £8,190.00 Sum – £8,872.50</p>	<p>All chn to have gaps in knowledge reduced from missing due to COVID-19. Yr gp targeting children's missing gaps and intervention based on these. Weekly plans designed by qualified teachers, building on the previous weeks assessments to ensure they have progressed from starting points.</p>	<p>All chn will have some gaps in knowledge from missing education so all children are entitled to intervention to close these. This will be from their own starting point.</p> <p>All year groups to get half a day a term from a qualified teacher. Yr 3 and 4 are being provided with an extra half day of intervention during the autumn term. This was determined from analysis of number of hours teaching time each child would receive and year 3 and 4 being taught in larger class sizes.</p>	<p>Yr gps deciding on which children termly will receive this interventions, what subjects area they have the most gaps of knowledge in and provide starting points to intervention teachers from them to work from.</p> <p>Extra qualified teachers being employed and allocated to each year gp to ensure progress can be made.</p> <p>Vulnerable lead monitoring interventions.</p>	<p>TH EA</p>	<p>Half Termly</p>
<p>A – High quality intervention for targeted children to close phonic gaps.</p> <p>£2,692.80</p>	<p>Close gaps for all Yr 1 chn in phonics that were missed during COVID-19.</p> <p>Close gaps for 16 chn in Yr 2 who were at risk of failing phonic screening.</p> <p>Close gaps for 12 chn in Yr 3 who never passed phonic screening.</p>	<p>Chn had missed a large amount of phonic teaching due to COVID-19. Phonics are the building blocks for lifelong learning and becoming a confident fluent reader.</p>	<p>Interventions being delivered by experienced and well trained members of staff who ensure progress is made.</p> <p>Chn are assessed for gaps and these are targeted.</p>	<p>EA AH</p>	<p>Half Termly</p>

<p>A – Learning app to close the speech and language gaps for KS1 and FS.</p> <p>£44.70</p>	<p>Chn enter with below average language skills. Language skills will develop to close gap with their peers.</p> <p>Close gaps of 30 targeted chn in FS and KS1.</p>	<p>Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals.</p> <p>Importance of spoken language to be able to access education and building relationships with peers.</p>	<p>App to be used with targeted children weekly.</p> <p>Teachers and Sendco to monitor use and progress being made.</p>	<p>CS</p>	<p>Half Termly</p>
<p>B – Providing children with high quality learning revision guides to aid and guide learning at home for KS2 chn.</p> <p>£1,969</p>	<p>Chn have gaps close in knowledge so that they can access their current year groups curriculum.</p> <p>Chn to be able to support their learning within the classroom at home.</p> <p>Chn to build on knowledge through feedback from teacher.</p>	<p>Opportunity to bring learning from the classroom into the home.</p> <p>Limited access to resources to aid learning at home.</p>	<p>Use of books to be carefully planned to assist learning in classroom.</p> <p>Targeted feedback provided on work completed.</p>	<p>All teachers</p>	<p>Half Termly from Christmas</p>

<p>B – Providing all children with stationary packs to ensure they can access home learning.</p> <p>£501 – Covid Premium Grant £1,959 – School Budget</p>	<p>Allowing chn every opportunity to continue learning even in the event of a bubble closure.</p>	<p>Limited access to resources at home to support completion of work set.</p>	<p>In process of managing a bubble closure, chn will be provided with individual stationary packs to ensure they can complete tasks set.</p>	<p>EA</p>	<p>In the event of a bubble closure.</p>
<p>B - Ensure all students in all years have a device and access to the internet at home. Ensuring access to technology is key, particularly for disadvantaged pupils.</p>	<p>All students will have access to all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events. Learning will not be interrupted.</p>	<p>Providing access to technology, ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.</p>	<p>Audit of PP chn to gauge access to technology and internet use.</p> <p>In process of managing a bubble closure, chn will have the opportunity if they do not have access to technology and/or internet to loan from the schools bank of technology.</p>	<p>JB</p>	<p>In the event of a bubble closure.</p>

<p>C – Providing chn with a high quality of online teaching and learning</p>	<p>Teachers will be expertly trained to deliver high quality remote learning. Teaching Assistants will be trained in how to support chn learning during an online session. In event of bubble closure, teachers will teach live online lessons for Maths and English. Other subjects taught from carefully planned online sessions.</p>	<p>Multiple reviews identify the value of strategies that help pupils work independently with success. Research indicates that explicit modelling of independent learning strategies and guided practice is necessary – sway is ideal for this. Supporting effective remote learning will mitigate the extent to which the gap widens</p>	<p>DoL support Online training package for all teachers and TAs Regular inhouse and Delta supported CPD sessions Peer interaction during remote learning eg: scavenger hunts, marking and peer reviews, chat functions. Supporting pupils to work independently - sway Using different approaches to remote learning. Providing high quality recorded activities and feedback enables pupils to listen over again until embedded</p>	<p>SB</p>	<p>Ongoing</p>
Total budgeted cost:					£34,759

ADDITIONAL INFORMATION

