



Summary information					
School	Maidensbridge Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£9,000	Number of pupils	202

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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 will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in 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

Identified impact of lockdown

Maths	Gaps in age appropriate calculation skills and use of practical equipment that children won't have had access to at home. Children will not have done bar modelling or part-part whole methods due to parents not knowing these strategies. Speed and fluency of basic skills.
Writing	Children's ability to write in a sustained way due to most remote learning being done on a computer. Knowledge of age appropriate SPAG skills to include in their writing. Handwriting skills have deteriorated due to most online learning being done on a computer.
Reading	Access to a wide variety of books has been restricted due to lockdown situations. Children's knowledge of content domains and being able to answer specific questions with evidence. Phonics skills have been impacted on by the lack of fluent practise of the sounds, reliant on parents knowing the sounds and procedures at home.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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)	Staff lead	Review date?
<p><u>Supporting great teaching</u> Teachers to have support teaching discrete subjects at a high level and be able to teach discrete knowledge in all subjects to ensure a good baseline for progression next year. This will prioritise key, essential learning for the children and avoid surface level learning after so much time at school has been missed.</p>	<p>Access subscriptions for specialist subject associations to be able to access high level planning and support for all subjects eg History association, DT Association etc</p> <p>Staff will have access to videos, example resources and key background knowledge to enable them to teach high quality lessons in all subjects.</p> <p>(£600)</p>	<p>Planbee resources for Geography have shown challenging outcomes in books and subject specific learning that is differentiated. Component knowledge documents that have now been created using these subject specific resources have ensured all staff know exactly what to teach in their year group. History Association has not been effective and hasn't led to quality outcomes so Planbee will be sourced moving forward for this subject.</p>	<p>SLT Subject leaders</p>	<p>April 21</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>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.</p> <p>(£1800)</p>	<p>Teachers have used QLA documents after testing to create catch-up plans for children following half-termly progress meetings. Staff have been able to use the test information to populate student trackers and then plan to gaps in learning.</p>	<p>MP</p>	<p>July 21</p>
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Maidensbridge have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>An interactive virtual tour of Maidensbridge Primary School is available and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining the school.</p>	<p>All Reception children started school very well and were able to transition from their parents successfully in to the Reception environment.</p>	<p>KT SM</p>	<p>Ongoing</p>

Key texts purchased for years 2-6 to allow quality reading material to be accessed at home.	(500)	the handwriting books to be able to practise at home. Children were able to continue with their planned English learning because they had access to the key text.		
Total budgeted cost				£2500

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	Staff training to enable them to deliver video lessons via Teams twice a day if a bubble is isolating or the school is in lockdown. £0 Purchase of Century Tech for Yr2-6 which allows children to work through an age appropriate pathway for English, maths and science and uses artificial intelligence to support or challenge further. £1800	Century had a huge impact on our remote learning offer. 95% of parents were happy with our remote learning provision and many commented on how much easier Century made home learning because children could access their learning independently while parents had to work from home. Maths and reading progress was seen in Spring data despite children learning from home. Many schools have been in touch to find out about the successes of Century.	KT MP	Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	Purchase 30 Chromebooks, 2 trolleys and amend RM SLA to include management of Chromebooks. Chromebooks to be used by the children to support the curriculum. They can also be lent to parents to support home-	The purchase of Chromebooks allowed us to lend them to our most vulnerable children. It also allowed us to disband the computer suite and build a nurture room, which was much needed for our	KT	Feb 21

<p>Teachers have access to Teams and are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>learning if needed in the event of a lockdown or log-time isolation.</p> <p style="text-align: right;">£8000 (£4000 paid through CC-UP + £4000 from budget)</p>	<p>children. With the purchase of a class set of chromebooks we are still able to deliver computing to a whole class.</p>	<p>RF</p>	<p>Feb 21</p>
Total budgeted cost				£9800

Cost paid through Covid Catch-Up	£9000
Cost paid through school budget	£5700
	£14700