



## Catch-Up Premium Plan

Summary Information					
<b>School</b>	Murdishaw West Community Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-up premium</b>	£13,040	<b>Number of pupils</b>	163

Guidance	
<p>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.</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 years reception through to 11.</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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>○ Supporting great teaching</li> <li>○ Pupil assessment and feedback</li> <li>○ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>○ One to one and small group tuition</li> <li>○ Intervention programmes</li> </ul>



	<p>Wider strategies</p> <ul style="list-style-type: none"> <li>○ Supporting parent and carers</li> <li>○ Access to technology</li> </ul>
<b>Identified impact of lockdown</b>	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Many families were unable to access books during lockdown so staff ensure extracts and links were added to online learning. Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p>
<b>Non-core</b>	<p>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.</p>



Planned expenditure - <i>(The headings below are grouped into the categories outlined in the Education Endowment's coronavirus support guide for schools)</i>				
i. Teaching & whole-school strategies				
Desired outcome	Chosen approach & anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>				
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.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (£500)		CS	Feb 21
Teacher ipads to be purchased to allow teachers access to school-based resources, assessment requirements, ensuring home learning is provided and the ability to provide engaging and resources to pupils.	Purchase 8 ipads (£2,640)		CS	Feb 21
Increase fluency and encourage a love of reading with a new whole class reading strategy.	New class books to be purchased - books and Kindle books. (£650)			
<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.	Maths No Problem Insights - in depth assessment and resources system. (£1,115)		VM	July 21
<u>Transition support</u>				
Children who are joining school from different settings or who are beginning their schooling with Murdishaw West have an opportunity to become familiar and confident with the setting before they arrive.	Website page devoted to a tour of Murdishaw West. This will be shared with all new starters and any in-year admissions. Forms and information can be accessed. (£500)		JP	Ongoing
<b>Total budgeted cost</b>				<b>£5,405</b>



Planned expenditure - <i>(The headings below are grouped into the categories outlined in the Education Endowment's coronavirus support guide for schools)</i>				
ii. Targeted approaches				
Desired outcome	Chosen approach & anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased progress and attainment scores.	Tutors to be employed to support the additional learning costs. (£3,781)		CS	March 21
<u>Intervention programmes</u> Appropriate intervention supporting those identified children in reinforcing their understanding of basic maths skills, application of number, reading, writing and communication skills.	IDL Cloud Maths (£199) IDL Cloud English (£299) Wellcomm (£456) Education Desty (£250)		ES	March 21
<b>Total budgeted cost</b>				<b>£4,985</b>



Planned expenditure - (The headings below are grouped into the categories outlined in the Education Endowment's coronavirus support guide for schools)				
iii. Wider strategies				
Desired outcome	Chosen approach & anticipated cost	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.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Purple Mash platform logins to be purchased for children to access at home. (£800)  Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. (£500)		JP  CT	Feb 21  Feb 21
<u>Access to technology</u>  Children to have access to technology for all areas of the curriculum. Webcams used in each classroom for assemblies and joint class projects.	4 laptops (£1,350)		CS	Feb 21
<b>Total budgeted cost</b>				<b>£2,650</b>
<b>Overall total</b>				<b>£13,040</b>