



Mellor Primary School

Covid-19 Catch-up Premium Plan & Impact 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID- 19). The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. 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 this academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. (DfE Coronavirus (COVID-19) catch-up premium: 31 October 2020)

The catch-up premium is a one off payment funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning we are predicting Mellor Primary School will be in receipt of £16, 800. The spending of this money will be down to schools to allocate as they see best.

At Mellor Primary School, this money will be used in order to provide:

- Additional adult support in KS1 to aid development and progression in early reading and phonics.
- Additional teacher 2 days per week to support those children in need.
- Additional support for mental health and well being

There are two broad aims for “catch up” at Mellor Primary School:

- Attainment outcomes at the end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental and physical health needs of pupils are met and supported by the school.

Catch Up at Mellor Primary School IS

For all children:

- Working through well sequenced, purposeful learning. For example, our long-term plans are being adapted to focus on missed objectives and consolidate the basics. Our baseline assessments have enabled us to identify gaps and provide appropriate teaching and learning of key objectives.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. We plan to do this in a cross curricular approach, including utilising the outdoors so that children still access a broad and balanced curriculum that engages them.
- Particular focus on early reading and phonics in order to develop children's reading ability, fluency, vocabulary and comprehension.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development (PERMA). This will be at the core of all catch up work as many children will have not been in a formal school setting for a number of months.
- Time will be spent on increasing fitness to develop physical health and stamina for learning.

For some children:

- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practice basic skills. This again will be dependent on the needs of children in order to establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.
- Mental Health. Targeted support for work with Nick Dux Resilience 1:1 sessions where needed.

Catch up at Mellor Primary School IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

School name:	Mellor Primary School	Academic year:	2020 - 2021
Total number of pupils on roll:	210 (and 16 Nursery)	Date of review:	July 2020
Total catch-up budget:	£16, 720		

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / attendance / wellbeing)	
B1:	Gaps in curriculum due to school closures in the summer term.
B2:	Preparing the school community for further remote learning needs (e.g. a second lockdown or periods of isolation).
B3:	Gaps in knowledge that have appeared between March and September 2020 (as identified in baseline assessment in Autumn 1)
B4:	Pupil wellbeing: concerns around anxiety and fitness

Teaching and Whole School Strategies			
	Actions	Intended impact	Cost
B1 B3	Baseline assessments for all children in Y1 to Y6.	Identify gaps in knowledge that have developed during lockdown. Use this information to inform first quality teaching and intervention.	Nil
B1 B3 B4	Additional Teaching Assistant employed full time to increase support in KS1	Support for all KS1 pupils for additional reading, phonics and emotional support.	£10 700
B4	PSHE curriculum plans to be adjusted to provide a more detailed focus on mental health and anxiety following lockdown.	Clear signposting for staff who have concerns about pupils. Effective support provided to all pupils.	Nil
B2	Purchase additional exercise books for every child in school to record work during remote learning.	A high percentage of pupils across the school will access remote learning in the event of a bubble closure.	£250

Targeted Strategies

	Actions	Intended impact	Cost
B1 B3	Additional teacher employed 2 days per week to support targeted pupils following baseline assessments	Pupils who are at risk of falling further behind are identified - Improved attainment outcomes in Y5 between autumn assessments and end of year 2021.	£12 600
B1 B3	Assess phonics knowledge retained from previous year in Y2 and provided targeted intervention or those needed	Targeted pupils reach their ARE targets in reading	Nil
B4	Identified pupils to be referred to Nick Dux Resilience Coaching	Children & families demonstrate more resilience	£2 000

Wider Strategies

	Actions	Intended impact	Cost
B2 B3	Online remote learning support for parents in place via the website, Google Classroom and Purple Mash	Pupils to access all online learning resources whether at home due to self-isolation or in the event of a further local or national lockdown.	£340
B2	Carry out a whole school survey on access to technology at home.	Matrix of need created and devices in place for children to access remote learning resulting in sustained or increased progress measures.	Nil
B4	To develop Positive Education (PERMA) strategies throughout school to build resilience, wellbeing and optimism.	Improve attendance and behaviour, for pupils to self-regulate and manage behaviour.	£925
B4	SENDCo completed psychological first aid training to identify children and staff needing support due to anxiety or bereavement.	Staff are able to identify any children who need support due to anxiety or bereavement.	Nil
Total expenditure			£26, 815

Impact

- 90% in Y1 met the required level in the phonics screening check held internally.
- 97% in Y2 met the required level in the phonics screening check held Autumn 2020
- At the Summer 2021 assessment point, all children in Year 5 who received targeted support during the Spring and Summer Term of 2021, maintained the expectation they were at in Spring 2020, with 29% of children achieving higher than expected in Reading, 14% in Writing and 14% in Maths

Observations from additional teacher following input:

- Children became aware of punctuation and developed expression with their reading.
- Children spent time editing their sentences, which demonstrated how their reading skills supported their writing.
- X and Y Child were confident with their phase 3 sounds and this is becoming evident in their reading.
- Z child needs support consistently over the week to become secure with all the phase 3 sounds.
- After playing with numbers they were becoming confident remembering number bonds to 6 without relying on counting.
- Children were confident in recognising the patterns of a number, e.g, could count on in tens from a given number knowing how the tens column changed. Children did not have the understanding of what the digits represent. Work with arrow cards and tens and units dienes were successful resources in supporting understanding.
- Confidence of children in Y5 much increased.