 **Catch-Up Premium Plan Mill Hill Primary School **

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| **Summary information** | | | | | |
| **School** | Mill Hill Primary | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £32,240 | **Number of pupils** | 405 |

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| **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 years 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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | 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. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they 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. |
| **Reading** | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, 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.  In KS1 phonics has suffered due to lockdown and a large proportion of children have regressed in this area. |
| **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.  Mental health/ well being of children has suffered significantly during lockdown and as a result we have seen an increase in the number of referrals to outside agencies around confidence and anxiety. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  The foundation subject 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.  Whole class reading texts will be used to support filling knowledge gaps from topics not taught.  Introduction of Knowledge Organisers will help support discussion and make links between previous and current learning as well as providing a scaffold to support children.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports the CPA approach in school.  Children to have access to practical science despite restriction on shared practical equipment  Children will be given more opportunities to change reading books/ take books home to ensure reading is regularly practised by all and that books supports progression in phonics in KS1.  Children will be given immediate/ purposeful feedback in class by use of visualisers .  Children access new ICT platforms to support learning of maths in school and for home learning. | ***All subject leads will attend termly training and have release time to work on supporting colleagues to ensure gaps are reduced.***  ***(£1000)***  ***Purchase texts to focus on missed Foundation subject knowledge.***  ***(£1200)***  ***Purchase additional manipulatives.***  ***(£2000)***  ***Purchase additional science resources***    ***(£900)***  ***Purchase additional reading books particularly to support in KS1.***  ***(£3700)***  ***All classroom to have visualizers to support whole class immediate feedback***  ***(£1200)***  ***Purchase Deepening Understanding for EYFS 🡪Y6 promoting fluency, reasoning and problem solving***  ***(£562)***  ***NUMBOTS for EYFS and Y1 to develop fluency and recall of addition and subtraction facts*** ***(£71.30)*** |  | PH  RM  DO  MH  RM/CA  NM  DO | Dec 2020  Dec 2020  Dec 2020  July 2020  Dec 2020  Dec 2020 |
| Teaching assessment and feedback  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. | ***Purchase and implement the NFER reading papers.***  ***Purchase and carryout Testbase termly assessment for reading and WhiteRose HUb maths.***  ***Complete termly tests and record assessments to identify gaps an on Insight to track performance.***  ***(£1000)*** |  | PH/RM  PH  PH | July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Mill Hill have an opportunity to become familiar and confident with the setting before they arrive. | ***A 360 interactive virtual tour of Mill Hill Primary School is arranged and shared via school website.***  ***Inset day to ensure all children have an opportunity to meet new class teacher***  ***(0)*** |  | NJ | Ongoing |
| **Total budgeted cost** | | | | **£ 12,571.30** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have access to 1-3 ratio with a tutor from the National Tutor programme to ensure achievement in KS1 phonics screen  Small groups of identified Y6 children will have one additional hourly **maths** intervention lesson with own Set teacher for 13 weeks to ensure achievement in fluency and calculation, before progressing to application. | ***A tutor will be sought to deliver phonics to identified children in Year 1.***  ***(£4500)***  ***A regular supply teacher will teach Y6 foundation subjects in Y6 to release Y6 staff.***  *£140.00 x 13 weeks (£1820*) |  | LE/ RM  RM / JG / DO | July 2020 |
| Intervention programme  An appropriate numeracy intervention, such as First Class @number, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | ***An intervention is identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).***  ***(£2000)*** |  | DO | July 2020 |
| Wellbeing  Children will have access to school counsellor if / when needed (1-1 and whole class session ) | ***School will increase number of hours with Kalmer Counselling to deliver well being session to whole classes as well as 1-1 as identified***  ***(£4095)*** |  | JG | Spring 2020 |
| **Total budgeted cost** | | | | **£11,595** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  Parents are confident to use Google classroom and supported with any initial problems.  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. | ***Support for parents in Autumn term to answer queries re- remote learning 2 days per week to overcome initial problems with passwords/ logging on etc***.  ***(£3180)***  ***CGP books are purchased for year 2-6 and distributed to all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***(£2729)*** |  | CS  PH | Dec 2020  Dec 2020 |
| Access to technology  Teachers have laptops that 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. | ***Purchase new laptops for teachers,***  ***This will enable the existing stock of laptops to be allocated to be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.***  ***(£4000)*** |  | NM/NJ | Feb 21 |
| **Total budgeted cost** | | | | **£9,909** |
| **Total cost** | | | | **£32,257** |
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