

# COVID-19 catch-up premium report

## Summary information

|                      |             |                               |         |                         |     |
|----------------------|-------------|-------------------------------|---------|-------------------------|-----|
| <b>School</b>        | Morningside |                               |         |                         |     |
| <b>Academic Year</b> | 2020-21     | <b>Total Catch-Up Premium</b> | £31,840 | <b>Number of pupils</b> | 398 |

## 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.

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children, meaning that Morningside will be in receipt of £31,840 (398 x £80). The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students. We also spoke to other schools in our federation and in the local cluster of schools to share ideas and to build an evidence base.

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.

## How we will use the funding

We are using this funding to support pupils to reduce the impact caused by lockdown, in line with the guidance on [curriculum expectations for the next academic year](#).

| Identified impact of lockdown |  |
|-------------------------------|--|
| <b>Maths</b>                  | Specific content has been missed during the summer term 2020, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has not suffered for all children – some children are not able to recall addition facts as quickly as they previously did. Times tables need to be re-learned and practised regularly. Some calculation strategies need to be re-visited. (This information was gathered after our first assessments in October 2020. |
| <b>Writing</b>                | Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. 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.   |
| <b>Reading</b>                | 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, especially in the lower year groups. The gap between those children that read widely during lockdown and those children who did not is now wider.  |
| <b>Non-core</b>               | 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.   |
| <b>Wellbeing</b>              |  |

## Planned expenditure

### i. Teaching and whole-school strategies

| Desired outcome   | Chosen approach and anticipated cost  | Impact |
|---|---|--------|
| <p><u>Supporting quality first teaching:</u></p> <p>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.</p> <p>High quality CPD undertaken by all staff in maths and writing during lockdown supports excellent classroom teaching</p> <p>Support for teachers in their second year who missed the summer term of their NQT year. Experienced teachers to support, coach and mentor as necessary.</p> | <p><b>Additional CPD for teachers to research and plan. Reduced meeting time in Autumn term and additional cover to facilitate the additional time needed. (£2000)</b></p> <p><b>Purchase additional concrete resources for maths and reading books to allow for one child:one text</b><br/> <b>Additional EYFS reading books as more pupils are at the early stages</b><br/> <b>(£1000)</b></p> <p><b>Cover costs for coach/mentoring during the Autumn term (£1000)</b></p> |        |
| <p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of current attainment.</p> <p>Teachers and leaders understand what is the most important learning for each year group which will give the children the best chance to successfully continue their educational journey in 2020-21</p>   | <p><b>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete tests and record assessments to identify issues and plan sequences of lessons</b><br/> <b>(£3500)</b></p> <p><b>Release time for all class teachers to attend Morningside Fundamentals Check meetings in early November to analyse assessments, plan provision and discuss each child with leaders of learning.</b><br/> <b>(£1500)</b></p>                        |        |

|   |  |   |
|---|--|---|
| <p>Teachers assess / evaluate the impact of lockdown on individual children / groups of children both academically and emotionally. This is objective led and carried out at an individual child level.</p> <p>Teachers and leaders work together to plan teaching specifically in the areas of academic and emotional development which have been identified as being less secure.</p> | <p><b>Release time for all class teachers to attend Morningside Fundamentals Check meetings in early November to analyse assessments, plan provision and discuss each child with leaders of learning.</b><br/><b>(£1500)</b></p> <p><b>Release time</b><br/><b>(£1000)</b></p> |   |
| <p><u>Transition support</u><br/>Children who are joining school from different settings or who are joining Morningside to have an opportunity to become familiar and confident with the setting before they arrive.</p>  | <p><b>Pastoral team to meet with all new parents/ families to share induction plans and ensure that transitions run smoothly. Release time for class teachers and SENDCo to meet with new parents / families</b><br/><b>(£500)</b></p>   |   |
|   |  | <p><b>Total budgeted cost    £ 12,000</b></p> |

| ii. Targeted approaches  |  |        |
|--|--|--------|
| Desired outcome  | Chosen action/approach   | Impact |
| <p><u>1-to-1 and small group tuition</u><br/>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will become confident readers and dips in reading attainment will be negated.</p> | <p><b>Additional time for experienced intervention teacher to support the delivery of the reading, maths and writing interventions. £20,000</b></p> <p><b>Additional PPE (screens) purchased to enable intervention across phases.</b><br/><b>(£500)</b></p> |        |
| <p><u>Extended school time</u></p>   |  |        |

|   |   |   |
|---|---|---|
| <p>Identified children are able to access a weekly "homework" club (1.5hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated.</p> | <p><i>Senior leaders and intervention teacher run daily clubs</i></p> |   |
|   |   | <p><b>Total budgeted cost £20,500</b></p> |

| iii. Wider Strategies   |  |                        |            |                |
|---|--|------------------------|------------|----------------|
| Desired outcome   | Chosen action/approach   | Impact (once reviewed) | Staff lead | Review date?   |
| <p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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.</p> | <p><b>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</b></p> <p style="text-align: right;"><b>£1500</b></p>  |                        | AR         | Feb 21         |
|   | <p><b>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</b></p> <p style="text-align: right;"><b>£500</b></p>  |                        | SM/LH      | Feb 21         |
| <p><u>Access to technology</u></p> <p>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.</p> <p>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.</p>   | <p><b>In-Touch Global Foundation are to purchase 5 Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.</b></p> <p style="text-align: right;"><b>£1500</b></p>  |                        | AR         | Feb 21         |
|   | <p><b>Purchase 30 Chromebooks, 2 trolleys and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</b></p> <p style="text-align: right;"><b>£9120</b><br/><b>(£4294 paid through CC-UP + £4826 from budget)</b></p> |                        | AR         | Feb 21         |
|   |  |                        |            |                |
| <b>Total budgeted cost</b>  |  |                        |            | <b>£ 6,294</b> |

|  |   |                |
|--|---|----------------|
|  | <b>Cost paid through Covid Catch-Up</b>       | <b>£24,560</b> |
|  | <b>Cost paid through charitable donations</b> | <b>£8,452</b>  |
|  | <b>Cost paid through school budget</b>        | <b>£4,826</b>  |
|  |   |                |

Not included

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