

COVID-19 catch-up premium report

Summary information					
School	Morningside				
Academic Year	2020-21	Total Catch-Up Premium	£31,840	Number of pupils	398

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 curriculum expectations for the next academic year.</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>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>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
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Identified impact of lockdown

Maths	<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'.</p> <p>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>
Writing	<p>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.</p>
Reading	<p>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. The bottom 20% of readers have been disproportionately</p>
Non-core	<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 - 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)	Review date?
<p><u>Supporting great 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>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</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">(£1000)</p> <p>Purchase additional manipulatives for EYFS/KS1 initially.</p> <p style="text-align: right;">(£1000)</p>	<p>Pupil voice evidence from small group survey found that children in KS2 had good knowledge and understanding of new knowledge</p> <p>Teachers report that systems to enable them to know exactly what to teach and to understand sequencing of lessons are robust</p> <p>Manipulatives used in all maths sessions</p>	<p>Jul 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>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 style="text-align: right;">(£3500)</p>	<p>SLT and subject leaders are pleased with the new tests. Will compare and assess after checkpoint 1 2021-22</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Quarry Bank have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Virtual tour is arranged 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.</p> <p style="text-align: right;">(£600)</p>	<p>N/a as single family on-site after school tours were used instead</p>	<p>Ongoing</p>
Total budgeted cost			£ 6100

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date?
<u>1-to-1 and small group tuition</u>		Reading champion in post	Feb 21

<p>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 be confident readers and dips in reading attainment will be negated.</p>	<p><i>A Reading Champion will be appointed to lead on developing love of reading and reading fluency to support during assessment periods.</i> (£8416 + £2000)</p> <p><i>Additional release time and training to support the delivery of the reading. Additional PPE (screen) purchased to enable intervention across phases.</i> (£750)</p>	<p>Interventions impacted well (as evidenced in end of year data)</p> <p>KS2 staff have had additional phonics training Support staff have had Read Write Inc training</p>	<p>Jul 21</p>
<p><u>Intervention programme</u> An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£1000)</p>	<p>Times Tables Rockstars, Timestables Ninjas and Mathletics have all been widely used during lockdown and have impacted positively on mental maths in KS2</p>	<p>July 21</p>
<p><u>Extended school time</u> Identified children are able to access a weekly catch-up club The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><i>The cost of a teacher and TA per club (x2 a week) and snacks for the children is made available.</i> (£4662 + £1890 + £400)</p>	<p>Homework Club is very popular and attendance is good. Positive impact on attainment for those who do not get homework support at home. Focus on maths and spelling</p>	<p>Ongoing</p>
Total budgeted cost			£12,166

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	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.	<i>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.</i> £1500	Positive feedback from children on home-learning	Jul 21
	<i>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.</i> £500	Parents reported that the stationery packs were very well received	Jul 21
<u>Access to technology</u> 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.	<i>Purchase 5 Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.</i> <i>Purchase 30 Chromebooks and 2 trolleys 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 loaned to parents to support home-learning if needed.</i> £9120 <i>(£4294 paid through CC-UP + £4826 from budget)</i>	Staff and pupils all had access to technology during lockdown	Jul 21
Total budgeted cost			£ 6,294
Cost paid through Covid Catch-Up			£24,560
Cost paid through charitable donations			£8,452
Cost paid through school budget			£4,826

