

COVID-19 catch up premium strategy 2020-21

Name of school/academy: Monks Orchard Primary School

What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

Date of strategy publication	Jan 21	Review dates	Jan 22		
Total number of pupils:	276	Total catch-up premium budget	£22,500		
Disadvantaged pupils (%)	35.5	Pupils with EHC plans (%)	1%	Pupils on SEND support (%)	11%

Barriers to learning and achievement

Academic barriers	
1.	Children enter school with low attainment in speech and language

2.	Low levels of resilience and independence
3.	Significant number of children made little or no academic progress during the initial lockdown, despite provision of good quality remote learning
	Progress in writing particularly affected

Additional barriers (including external barriers such as access to home learning, attendance, etc.)

1.	Significant number of children had little or no engagement with remote learning during lockdown
2.	Small number of children do not have technology to access remote learning
3.	Poor attendance from vulnerable children at on site provision during lockdown
4	Persistence absence of vulnerable children, despite significant intervention from school and EWO
5	Decreasing budget has led to restructures and loss of support staff to deliver interventions in school

Catch-up premium strategy statement

Monks Orchard serves a multi-ethnic, urban community with high levels of deprivation and a high number of families living in temporary and emergency accommodation.

A significant number of children do not have access to high quality IT or internet access, and a significant numbers of parents have limited IT skills, and other skills necessary to support their children effectively at home.

We will target support at children who were working at Age Related Expectations (or just below) before lockdown, who made little to no progress during lockdown and are therefore now working below the level they were working at before the lockdown.

Our key approach to helping these children is through quality first teaching, by our highly trained and skilled teaching and support staff. We have redesigned our curriculum to focus on specific areas of need, as well as core skills in literacy and numeracy and building resilience and developing well-being.

We will offer specific internal interventions, 1:1 and small group tutoring and online learning programmes for targeted children.

We will also buy a small number of appropriate devices which targeted children may borrow to complete online learning tasks at home, and in school.

How the school intends to use the catch-up premium						
Quality first teaching						
Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
Reduce gaps in attainment for children whose progress and/or attainment have been impacted by lockdown and ensure all children meet progress and attainment targets.	Assess and identify cohort/whole school gaps in attainment	<ul style="list-style-type: none"> Impact of lockdown on progress and attainment is clearly identified and understood. Whole school and individual class plans clearly set out methods/ interventions/ support needed to address needs. Whole class teaching and in-class support specifically targets areas of need. Specific support and interventions are effective and targets children are accelerated progress as a result. All children make accelerated progress, in specific areas of need, and an increased number are working at or above ARE by the end of the academic year Curriculum to remain broad and balanced for all year groups Additional time allocated by teachers to focus on skills (where needed) e.g. timetables, reading, spelling, phonics. Chromebooks provided to all families, as requested, to assist with home learning and to be available during isolation periods 	1st half autumn term	HGA	1st half autumn term	
	Ensure KAPP identifies and sets out plans to address impact of lockdown		By end 1st half autumn term	GFA	Termly	
	Teachers use outcomes of assessments to plan teaching and learning of key areas in core subjects across the year, to ensure gaps are addressed		2nd half autumn term	Phase Leaders	Half termly, and at PPMs	
	Children who have been particularly impacted are identified and specific in-class support is planned to address needs		Starting 2nd half autumn term	Phase Leaders	Half termly, and at PPMs	
	Support staff deployment revised in order to provide interventions/ support learning of targeted children.		Starting 2nd half autumn term	Class Teachers	Half termly and at PPMs	

Targeted academic support and intervention						
Reduce gaps in attainment in speaking and listening in Reception	Nuffield Early language Intervention (NELI) to be run by dedicated EYE, with targeted children, as identified by class teacher	Targeted children will be working at or above ARE in speaking and listening by the end of the academic year.	Identification, end of autumn term Initial training beginning spring term Roll out 1st half spring term	ECR/ADE	July 2021	£8000
Reduce gaps in attainment in reading in KS1 and KS2	Lexia Core5 Programme to be used with targeted children in KS1 and KS2	Targeted children have made accelerated progress and are working at or above ARE in reading by the end of the academic year	Identification, end of autumn term Roll out 1st half spring term	ADE	July 2021	£3850
Reduce gaps in attainment in writing and maths for targeted children in KS2	15 hours of Small group tutoring (3:1) provided by Connex, Partnership; with close collaboration between tutors and class teachers to ensure effectiveness.	Targeted children have made accelerated progress and reduced gap between attainment and ARE in writing and/or maths.	Identification end of autumn term Roll out 1st half spring term	GFA	Rolling reviews, as cohorts complete their 15 hours of tutoring	£8150
Wider strategies						
Ensure all children receiving interventions have appropriate technology in order to access them	Buy 10 "Chrome Books" or other devices suitable for using to access online aspects of targeted interventions	<ul style="list-style-type: none"> All children undertaken online targeted interventions are able to access them with an appropriate device Free, data only, SIM cards provided to support online access 	Autumn term	KHA	End autumn tem	£2500

Ensure all students have opportunities to be supported by Learning mentors during the school year to support social, emotional and behavioral needs.	<ul style="list-style-type: none"> School to ensure at least 1 mentor on site each day Thursdays and Fridays, 2 mentors on site to support with drop in and any issues raised with Inclusion leader or Class teachers 	<ul style="list-style-type: none"> Children can identify when they need support and who to let know Children requiring additional support should wait no more than 12 hours All classes to use PSHE time, and the assistance of mentor, to provide lessons for pupils and make sure they who to ask for help 	Ongoing throughout school year	DSH	July 2021	
Supporting parents and Carers	School to ensure all parents are kept up to date with government guidance	<ul style="list-style-type: none"> Regular updates, and timely notification of changes, sent to all parents DSL sending out all relevant information regarding being safe online and child/parent mental health 	Ongoing throughout school year	GFA DSH	July 2021	
	Staff to make phone calls home during any lock down / isolation periods	<ul style="list-style-type: none"> Teachers call families regularly throughout periods of lockdown Concerns / issues recorded and passed to DSL for follow-up Learning mentors to in regular contact with families 		CTs DSH LMs		
	Dedicated e-mail addresses set up for different parts/aspects of the school, so that quick and instant support is available	E-mail addresses set up and monitored by key staff to keep communication between parents and school smoothly running		SLT		
Total expenditure:						£22,500

Review of strategy:	
Date	Impact of actions taken