

# 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

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

### Barriers to learning and achievement

<b>Academic barriers</b>	
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
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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	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.	1st half autumn term	HGA	1st half autumn term	
	Ensure KAPP identifies and sets out plans to address impact of lockdown	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.	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	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	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	All children undertaken online targeted interventions are able to access them with an appropriate device	Autumn term	KHA	End autumn term	£2500
Total expenditure:						£22,500

**Review of strategy:**

<b>Date</b>	<b>Impact of actions taken</b>