

**Mount Pleasant Primary School
Additional Catch-Up Funding for 2020/21 COVID-19**

| 1. Summary Information: | | Mount Pleasant Primary School | | | 2020/21 |
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| Total number of pupils on roll (4-11year olds) | 558 | Total Catch-Up Funding | £44,640 | Number of pupils eligible for PP - 33% (N-17%) | |

| 2. Attainment: 2018/19 | National 2019 Expected | National 2019 GD | School 2019 Expected | School 2019 GD | School target Expected 2020-21 | School target GD 2020-21 |
|------------------------|------------------------|------------------|----------------------|----------------|--------------------------------|--------------------------|
| Year 1 Phonics 2019 | 84% | N/A | 86% | N/A | 82% | N/A |
| GLD 2019 (YR) | 72% | - | 47% | 2% | 61% | 9% |
| KS1 Reading 2019 | 78% | 25% | 72% | 10% | 60% | 17% |
| KS1 Writing 2019 | 72% | 13% | 62% | 3% | 58% | 8% |
| KS1 Maths 2019 | 78% | 20% | 72% | 9% | 57% | 14% |
| KS1 combined 2019 | 75% | 4% | 64% | 6% | 55% | 8% |
| KS2 Reading 2019 | 73% | 27% | 78% | 14% | 79% | 36% |
| KS2 Writing 2019 | 78% | 20% | 80% | 16% | 71% | 19% |
| KS2 Maths 2019 | 79% | 27% | 84% | 21% | 76% | 20% |
| KS2 RWM Combined 2019 | 65% | 11% | 71% | 5% | 64% | 19% |

Key Priorities for catch-up funding

To resume high quality teaching and assessment, whilst taking account of recovery expectations.

To close basic skills gaps across core subject areas.

To ensure appropriate welfare and well-being packages for families in need.

Professional development for all staff, in particular NQTs, in delivering an effective catch-up programme, and ensuring accelerated progress.

To ensure key focus on early language development.

Barriers to future attainment (following lockdown)

Variability in home learning engagement has resulted in missed knowledge and future misconceptions.

Access to digital devices and/or the internet limited or not available.

Pupils have been away from school for a significant and sustained period of time, which could result in poor mental health, wellbeing and issues around social and emotional behaviours.

Poor attendance because some students and families still have some reservations about returning to school on health and safety grounds or keeping children at home with slight illnesses.

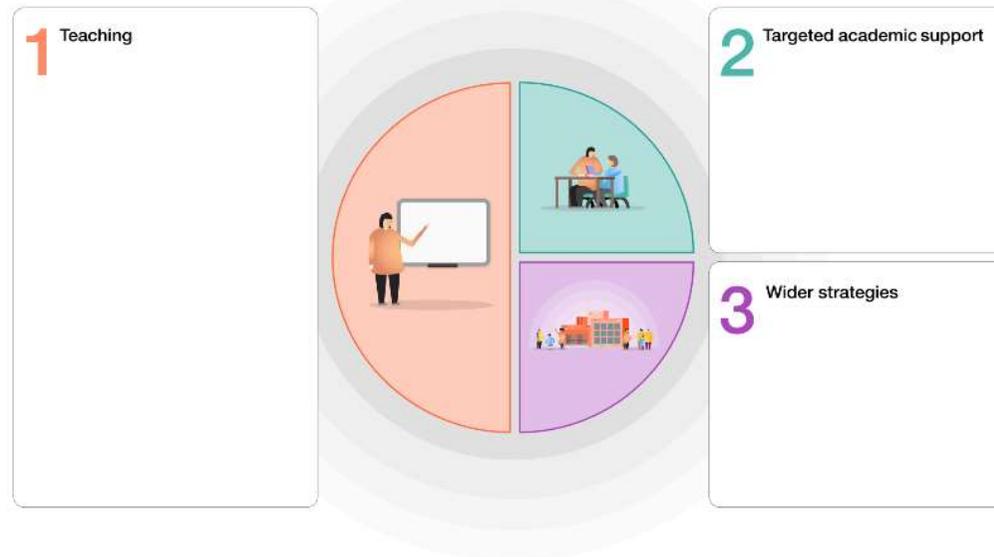
Inconsistent presence in the classroom due to self-isolation and inconsistency of support at home with online home-learning.

| Key priority | Actions | Spend | Success criteria |
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| To resume high quality teaching and assessment, whilst taking account of recovery expectations | Teachers carry out informal assessments of all children, to identify gaps in learning. Teachers use whole class intervention timetable to plug gaps for the whole class, prioritising Reading. | | <ul style="list-style-type: none"> • Support provided to pupils allows them to successfully reintegrate in school, with a clear understanding of expectations and routines. • Gaps in pupil's knowledge and understanding are identified, and retrieval practice strategies underpin the curriculum in each subject to allow for the consolidation of a solid knowledge base. • A range of interventions including whole class and small group work that gaps are closed, and children reach their aspirational targets. • 90% of children reach their aspirational end of year target, meaning that children are back on track. |
| To close basic skills gaps across core subject areas | Identify students most at risk of not reaching their full potential in English and maths and design bespoke packages of catch-up intervention to support accelerated progress. | Existing staff | |
| To ensure focus on early language development. | Teacher returning from maternity (Jan-Apr) full time will lead on 1-1 and small group tuition. | £8,000 | |
| | Teachers use support staff to deliver small group interventions to either pre-teach concepts or carry out same day intervention, for children who need further input. | | |
| | Narrative therapy, colour-coding interventions for identified groups of children in need of additional early language support. Increase support staff hours/purchase supply to pay for additional interventions | £12,000 | |
| | Range of workbooks purchased in the event of immediate closure of a bubble to send home for short term blended learning. Set of maths, English, phonics/spelling books purchased for the whole school. | £3500 | |

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| | Purchase sets of exercise books-pencils which can be given to children self-isolating or during any closures. | | |
| | <ul style="list-style-type: none"> • Purchase Oxford e-books to support reading at home – whole school levels • Purchase Timestable Rockstars • Purchase Educationcity | £450 £306 £1500 | |
| | Purchase Seesaw licence for new academic year with enhanced access To be used for homework and in the event of any closure to be used as part of daily dialogue with teaching staff. | £2728 | |
| | Purchase ipads/chrome books for children to use at home so that online learning can continue. | £20,000 | |
| Professional development for all staff, in particular NQTs, in delivering an effective catch-up programme, and ensuring accelerated progress. | Staff meeting and planning time to support staff deliver effective whole class / group interventions. Adjustments made in the timetable to enable whole class interventions. NQTs meet mentors weekly to discuss how gaps can be narrowed. Subject leaders release teachers to plan and resource lessons together. | | Staff are confident in delivering catch-up programme to meet end of year targets. |
| To review and assess appropriate welfare and well-being packages for families | Maintain ongoing dialogue with previously identified families and identify new to school families who may need support through knowledge gathered from admissions and transition procedure Make referrals to school nurse as required to ensure health needs are met | | <ul style="list-style-type: none"> • Vulnerable families have the support they require. • Families are carefully identified and offered appropriate support packages. • Feedback from families is positive. |

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| | <p>Communication with parents</p> <p>Newsletters keep parents informed and signpost parents to external support services for adult concerns/anxieties</p> | | <ul style="list-style-type: none"> • SEMH support through the tiered approach engages children at risk. Emotional resilience is increased. |
| | <p>Speech and language intervention – continue with S&L strategies promoted last year.</p> | | |
| | <p>Identify children with specific SEMH need and ensure targeted support through ELSA or 1-1.</p> | | |
| <p>Poor attendance because some students and families still have some reservations about returning to school on health and safety grounds or keeping children at home with slight illnesses.</p> | <p>Regular parent communication about covid- secure measures in school to ensure a build-up of parent trust.</p> <p>Phone calls to families not sending children to school.</p> | | <p>Attendance (when taking out covid-related absence) is the same as previous years, at 95%.</p> <p>Teachers have a good system of catching up on any missed learning.</p> |
| <p>Inconsistent presence in the classroom due to self-isolation.</p> | <p>Teachers send work home either through online or paper copies, so that learning continues.</p> <p>Staff catch-up children during missed learning on key concepts through a personalised short-term intervention.</p> | <p>Copying costs</p> | |
| <p>Total costs</p> | <p>£48,484</p> | | |

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf



- Create opportunities for subject areas to identify student needs and receive funding to enable them to provide students with enhanced curriculum offers to develop their knowledge and understanding.

- Identify students most at risk of not reaching their full potential in English and maths and design bespoke packages of catch-up intervention to support accelerated progress.
- Identify students who have not had access to the technology required during lockdown to fully engage with the distanced learning approaches and develop an enhanced curriculum to support their progress and enable them to 'catch up'.

- Develop programmes of SEMH support for students who have identified needs, to ensure a smooth transition back into school life as well as providing support with life outside school/for the wider family as required.