

# Catch-Up Premium Plan 2020-21- Primary



Summary information					
MAC	The Romero Multi Academy Company				
Academic Year	2020-21	Total Catch-Up Premium	£158,000	Number of pupils	2053
Guidance					
<p>Children and young people across the country have experienced unprecedented disruption to their education due to the coronavirus (COVID-19) pandemic. We predict that 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 of catch-up funding 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 <a href="#">curriculum expectations for the next academic year</a>.</p> <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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Extended school time</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>➤ Supporting parent and carers</li><li>➤ Access to technology</li><li>➤ Summer support</li></ul>		

## MAC Strategy

A working party for the MAC is undertaking the planning and use of the funding. Barriers to learning are being identified at school and MAC wide level. Bespoke support for pupils is being identified by need and planned to ensure measurable impact can be captured. A detailed planning and impact document will be produced to share at Board, Core Committee and LAC levels.

## Identified impact of lockdown

**All schools identified the impact of the lockdown on our children since March 2020 based on: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic", Carpenter and Carpenter (2020)**

The questions below, based on the 5 levers, helped us identify the support our recovery curriculum:

- RELATIONSHIPS "We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored"
- COMMUNITY "We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school"
- TRANSPARENT CURRICULUM "All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss."
- MEGACOGNITION "Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners"
- SPACE "To be, to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations"

### Questions:

- What have the children enjoyed during lockdown?
- What have the challenges been?
- How do they feel now?
- What are their worries and fears?
- What help would they like with their learning?
- How can we support their return to school?
- How can we support you, as parents?
- Do you have any questions? Is there anything else that you feel we should know?

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
<u>Teaching and Learning</u> Detailed planning implemented based on intelligence from assessment. Teachers are fully aware of the needs of all pupils and can evidence impact from the additional planning and measures put in place.  Resources support the planning for best practice at class level. Home learning is fully supported	<p><b><i>Release time and additional cover will be required to facilitate the additional PPA.</i></b>  <b>(£1,500 x 7 = £10,500)</b></p> <p><b><i>Purchase additional resources to support planning.</i></b>  <b>(£1,000 x 7 = £7,000)</b></p>	Teaching an adapted curriculum has allowed children to have a tailored approach and children have had the gaps in knowledge addressed more effectively.  Romero planning taken from Curriculum working party and shared planning and resources across year groups has allowed teachers to use their time to focus on lesson quality. Streamlining of English, Theme and Science has proven successful across all year groups. Feedback from staff and parents has been positive.	October 2021
<u>Identifying and Assessing</u> 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.  Gaps in learning are identified through robust assessment of academic levels, plus barriers to learning for targeted pupils are identified and diminished.	<p><b><i>PiXL Assessment/ intervention package used for gap analysis for all pupils (£2,700 x 7 = £18,900)</i></b></p> <p><b><i>Wildly Important Goals (WIGS) set for each child at annual WIG meetings in each school.</i></b></p> <p><b><i>Barriers to learning overview completed for each school to feed into bespoke tailored support on an individual need basis.</i></b></p>	WIGs were set at the beginning of the year, and these have been used to plan and prepare children learning.  PiXL assessments have identified gaps in children's knowledge and QLA's have been used to inform future planning and intervention planning.  Barriers to learning document has been used as a continuum to monitor the needs of children and ensure targeted	October 2021 – After first data input

		children have their needs met – this includes supporting mental health and engaging parental support.	
<u>Leadership of funding</u> The plan for catch-up funding is fully implemented and monitored for consistency of delivery. Analysis of impact of funding is sought and detailed onto the plan by the catch-up champion.	<b>3 term opportunity for a catch-up champion role in each school with a fixed term non-consolidated payment attached to the role. (£2,500 x 7= £17,500)</b>	Covid Catch up champion has been in post in each school since January. The role has consisted of ensuring all target children are identified and targeted within their learning correctly. Robyn Pearman has overseen the input of interventions across the school and worked with SLT to monitor and manage support staff in delivering such interventions. Impact of Covid Catch up cohort has been reviewed at several points throughout the year and at Governors meetings. Interventions have been carried out effectively and the impact on children's learning is evident from the Spring to Summer data drop.	September 2021
<b>Total budgeted cost</b> <span style="color: red;">£71,643</span>			

ii. Targeted approaches			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<u>Intervention/Therapy programme</u> Pupil needs are identified through individual assessment. A bespoke approach to support is effective in diminishing gaps in learning, through a package of trademarked, tailored interventions.	<b>Additional release time and training to support the delivery of the interventions/therapies; PiXL therapies, Times Table rock stars, Boosting Reading at Primary, Nuffield Early Language intervention.</b>  <b>Targeted intervention TA delivery (7,500 x 7 = £52,500)</b>  <b>Subscriptions maths (total all schools = £1158)</b>  <b>Reading intervention training (£377 x 7 = £2,639)</b>  <b>Purchase additional resources to support planning (£1000 x 7 = £7,000)</b>	Pupils' needs were identified after return to school and data drop in Spring. A whole school approach to interventions was put in place and all target children were given a tailored intervention carried out by various support staff members across the school.  Tailored interventions have proven successful from summer data drop. Most children have either maintained their progress or improved (see data document)	October after next data drop.
<u>Remote Learning</u>  Remote learning is seamless from school to home and is linked directly to the curriculum intent  A range of paper based and internet-based learning opportunities are available for all pupils to access	<b>600 Student Licenses for Seesaw for Schools: 12/01/2020 to 11/30/2021 (Total cost all schools = 2,640.00)</b>  <b>CGP Books Year 1 to Year 6 -variety of Maths and English Bundles (Separate charges per school x7 = £17,743)</b>	Uptake on remote learning has been very positive. Key stage 2 children's access has been slightly better than KS1 and this is down to siblings and sharing devices.  Use of CGP books have been purposeful for when there were technology issues. They have also been used effectively as homework and further learning for singular children isolating.	To be continually reviewed as closures happen throughout the year.
<u>Barriers to Learning</u>  Pupil with English as an additional language have access to language support to allow them to fully access the curriculum offer	<b>EAL Teaching Assistants offer support for pupils with additional language needs. (£3,000 x 7 = £21,000)</b>	The use of an EAL teaching assistant has been effective in ensuring those children are having their knowledge gaps consolidated with extra support.  We have chosen to take a specific targeted approach to support EAL	Ongoing Review after next Data drop in Autumn

		children within their English lessons to help with understanding and ensure lesson time is not being missed. This has helped with accessing the English curriculum and has improved EAL children's access to learning and test results.	
<b>Total budgeted cost</b>			<b>£86,937</b>

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<u>Supporting parents and carers</u> <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>Parents are aware of ways in which they can support their child's learning at home</p>	<p><b><i>Home-learning curriculum books are purchased and set aside for children to take home when home-learning occurs. (see CGP book costs)</i></b></p> <p><b><i>Parent support materials produced and distributed to all parents for details on how to support their child's learning compiled by the Catch-up champions. (£115 x 7 = £805)</i></b></p>	<p>Parents have responded well to changes within school and have appreciated an open curriculum. Parent surveys and open access to emails have proven effective in ensuring all staff are aware of the needs of all families.</p> <p>Online learning for homework has allowed parents to see exactly what is being taught and what children need to do, parents are more aware of expectations of the children.</p> <p>Parent feedback for the CGP books has been positive and children appreciate the new style of learning.</p>	Ongoing
<u>Access to technology</u> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate</p>	<p><b><i>DfE releasing pupil devices during year group closures.</i></b></p> <p><b><i>IT Team to acquire free SIM cards for families - maximum number allocated per school obtained.</i></b></p>	<p>Laptops and SIM cards were provided to families during Spring lockdown in order to access home learning. This ensured high uptake of home learning, especially in KS2.</p>	Ongoing (when closures happen)

through discrete teaching, online intervention packages and independent online activities.	<b><i>Distributed to families without connectivity to the internet for Remote Learning. (FOC)</i></b>	All IT problems have been solved promptly with the support of the Romero IT team and competent staff in school.	
		<b>Total budgeted cost</b>	<b>£805</b>
		<b>Total cost paid through Covid Catch-Up</b>	<b>£159,357</b>