



Mawsley C.P School COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	334	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£29, 100	Review	February 2021 July 2021

STRATEGY STATEMENT

DfE guidance states:

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and reestablish good progress in the essentials.

To address this requirement, Mawsley C.P school will use the catch-up funding for specific, evidence based approaches to support pupils to catch up for lost teaching and learning over the previous months. The school will follow EEF guidance to adopt a tiered approach to delivering the curriculum over the academic year 2020-2021. This means focusing on quality teaching, effective targeted academic support and wider strategies. At Mawsley C.P Primary School, we will address these three elements in a balanced way, regularly monitoring the impact of our approaches.

Quality teaching for all	Targeted support	Wider Strategies
<ul style="list-style-type: none"> Formative Assessment approaches to support teaching and learning. Use of diagnostic tests to identify gaps in whole class learning. CPD for staff to support implementation of new approaches to teaching and learning. Additional resourcing to support phonics learning 	<ul style="list-style-type: none"> Provision of 1:1 and small group tuition to enable pupils to catch up. Increase school day for Year 6 pupils to allow for 30 minute targeted session. 	<ul style="list-style-type: none"> Family support worker/Attendance Team to support pupils/parents with low attendance. Bespoke pastoral support for SEMH issues. Access to 'Go Curiosity for Year 5 and 6 pupils to increase independence. Continue ixl subscription for year 5 pupils to ensure they have access for full academic year.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Lack of phonics teaching in the Summer term resulting in children in early years and year 1 not reaching the phonics milestones inline with school systematic phonics programme of study.
B	Reduced opportunity/engagement with writing during lockdown resulting in below expected rates of progress and a reduced competence in spelling and stamina in handwriting.
C	Reduced engagement/rehearsal in maths during lockdown resulting in below expected rates of progress particularly in times tables and a lack of resilience when tackling problems.
D	Reduced levels of independent and active learning behaviours observed in children.
ADDITIONAL BARRIERS	
External barriers:	
E	Challenges in home environment impacting on child's engagement with learning in and out of school.
F	Lower attendance on return to school due to enforced isolation periods.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Formative Assessment approaches to support teaching and learning	<p>Teachers will identify whole class and individual gaps in understanding and will target these in subsequent learning</p> <p>Success Criteria Pupils make good progress towards curriculum expectations for the 2020-2021 academic year</p>	<p>'Formative assessment is widely recognised as a significant strategy in raising pupil achievement.' (Dylan Wiliam) and aligns with recommendations in the EEF Covid 19 support guide for schools where it states that, 'Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.'</p> <p>Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.</p>	Ongoing guidance and monitoring by phase leaders and subject leaders	SLT	<p>Assessment capture points (September, December, April, July)</p> <p>Leaders to review with teachers at pupil progress meetings</p>

<p>Use of diagnostic tests to identify gaps in whole class learning</p>	<p>Gaps in learning at a whole class level will be identified which will inform subsequent planning and teaching.</p> <p>Success Criteria Pupils will close learning gaps, especially in the previous year's subject knowledge and understanding, so that they are able to make good progress in order to reach ARE by the end of the year.</p>	<p>Recommended approach in EEF Covid 19 support guide for schools It is important to establish what children already know so as to build on existing schemas.</p>	<p>Clear guidance to staff on what data to capture, when to capture it and in what way. Provision of quality assessment tools to support data capture. Teachers required to share findings with SLT to inform monitoring cycle.</p>	<p>SLT</p>	<p>Leaders to review initial information shared in September and subsequently following assessment capture points (December, April, July)</p>
<p>CPD for staff to support implementation of new approaches to teaching and learning</p>	<p>Teachers will be confident in the delivery of new approaches to teaching and learning, including online.</p> <p>Success Criteria Pupils will make good progress towards end of year expectations whether they are working in school or at home.</p>	<p>Recommended approach in EEF Covid 19 support guide for schools 'Ensuring every teacher is supported and is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve</p>	<p>SLT to identify emerging needs for CPD through monitoring cycle. Following appropriate CPD, SLT to review progress with individual staff and teams.</p>	<p>MH AC</p>	<p>Ongoing</p>

		the quality of teaching as all pupils return to school.'			
Additional resourcing to support phonics learning	Increase in % of children achieving expected standard in reading at end of Foundation Stage.	It is essential that pupils have access to the right level of books to support their learning journey in reading.	Ongoing analysis by Phase 1 and 2 Leaders to identify specific needs	SLT	Ongoing Termly RWI assessments
Total budgeted cost:					£12,600
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provision of 1:1 and small group tuition to enable pupils to catch up	<p>Pupils identified by teachers as needing catch-up intervention in speech, phonics/reading, maths or writing will be allocated to a group.</p> <p>Success Criteria Pupils will close gaps in their learning, leading to increased progress from starting points towards end of year expectations.</p>	EEF Covid 19 support guide for schools recommends structured intervention programmes as an effective way to support pupils who have fallen behind the furthest. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.	Where teaching assistants deliver sessions, regular liaison with CT to inform planning. Teachers/phase leaders to direct content of session for TAs/HLTAs to ensure a structured programme is delivered. All interventions have a baseline assessment so that progress can be monitored against this. Timetabling of sessions created and monitored by SLT to ensure best use of time.	SLT Classteachers	Half termly

Increase school day for Year 6 pupils to allow for 30 minute targeted session.	<p>Pupils will receive tailored sessions everyday targeted to address gaps identified through formative assessment.</p> <p>Success Criteria Pupils will close gaps in their learning, leading to increased progress from starting points towards end of year expectations.</p>	EEF Covid 19 support guide for schools recommends structured intervention programmes as an effective way to support pupils who have fallen behind the furthest. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.	Teachers to direct content of session for HLTAs to ensure a structured programme is delivered. Timetabling of sessions created and monitored by SLT to ensure best use of time.	MH AC Class teachers	December February April July
Total budgeted cost:					£14,221
Wider approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Family support worker/Attendance Team to support pupils/parents with low attendance	<p>Barriers to attendance will be targeted and addressed</p> <p>Success Criteria Attendance of pupils</p>	Poor attendance negatively impacts pupil progress and disadvantages pupils compared to their peers. Where a pupil is repeatedly absent this has an impact on their social and emotional wellbeing as well as their academic progress. Pupils with poor attendance may also be those who lack engagement with learning at	Regular liaison between involved staff to agree on the appropriate strategies for each child.	MH EG	Weekly

	improves in line with their peers	home and/or lack access to technology.			
Bespoke pastoral support for SEMH issues	<p>Pupils will have support with personal barriers to learning so that they are able to develop strategies to manage day to day.</p> <p>Success Criteria Pupils will be ready and able to learn in class. Pupils will make progress towards end of year expectations</p>	EEF Covid 19 support guide for schools acknowledges the need to meet individual needs: For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.	Regular liaison between ELSA, Family Worker and SENCo to identify the right support for each pupil. Monitoring of the success of approaches via agreed targets.	AC	Weekly
Access to 'Go Curiosity' for Year 5 and 6 pupils to increase independence.	<p>Pupils to have opportunities to actively engage in self selected projects that promote independent learning and enquiry.</p> <p>Success Criteria Pupils will pass assessment criteria as identified for the project. Children to engage in at least one project per half term.</p>	The EEF reports in an article that evidence suggests the use of metacognition strategies which get pupils to think about their learning can be worth the equivalent of an additional +7 months progress when used well.	Frequent discussions between staff and pupils. Staff to provide feedback via 'Go Curiosity' website.	Phase 4 Teachers	Weekly

<p>Continue ixl subscription for year 5 pupils to ensure they have access for full academic year.</p>	<p>Gaps in learning at a whole class level will be identified which will inform subsequent planning and teaching.</p> <p>Success Criteria Pupils will close gaps in their learning, leading to increased progress from starting points towards end of year expectations.</p>	<p>Recommended approach in EEF Covid 19 support guide for schools It is important to establish what children already know so as to build on existing schemas.</p>	<p>Clear guidance to staff on what data to capture, when to capture it and in what way (low stakes testing). Provision of quality assessment tools to support data capture. Teachers required to share findings with SLT to inform monitoring cycle.</p>	<p>Class teachers</p>	<p>Leaders to review initial information shared in September and subsequently following assessment capture points (December, April, July)</p>
<p>Total budgeted cost:</p>					<p>£2320</p>