Moor First School COVID-19 catch-up premium report 2020-21

Following the lockdown on March 28th due to COVID 19, the children of Moor First School had to adapt as learners and many had to rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. This inevitably meant that many children have gaps in their knowledge from the previous year group when they returned in September 2020.

At Moor First, we have constructed a ‘catch-up’ plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, empowering our team of tutors by providing high quality training, specific year group ‘gap’ filling, classroom intervention and small group targeted support with the child’s health and well-being at the centre of all we do.

**What is the ‘catch-up’ premium funding?**

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend  their funding in the best way for their children and circumstances.

**COVID-19 catch-up premium spending: summary**

| summary information | | | |
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| Total number of pupils: | 93 (including 12 nursery) | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £6,695 | Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. |  |

| strategy statement |
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| Catch-up priorities:  Data analysis from summer 2020 and baseline data from September 2020 highlighted that the largest dip in attainment and progress was in year 2 (reading and writing in particular.)  The core approaches we’re implementing and how these will contribute to helping pupils catch up missed learning:  It was agreed with governors that Year 2 receive intensive catch up tuition in order to reduce gaps in knowledge from the previous academic year and to challenge pupils to make increased steps progress.  As National lockdown also impacted learning due to limited access/use of technology, further devices and training will be needed to support the remote learning expectations.  The overall aims of your catch-up premium strategy:   * + To reduce the attainment gap between disadvantaged pupils and their peers   + To raise the attainment of all pupils to close the gap created by COVID-19 school closures   + To support families and help pupils develop greater resilience, independence, self-confidence and emotional and mental wellbeing during COVID-19. |

**Barriers to learning**

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| barriers to future attainment | |
| Academic barriers within school: | |
| A | Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020. |
| B | Writing stamina has decreased during the summer school closures. |
| C | Year 2 pupils were not invited back into school through the government phased return in summer and so have an increased number of learning objectives missed to catch up on before moving forward. |
| D | Emotional/mental wellbeing in relation to COVID-19 |

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| ADDITIONAL BARRIERS | |
| External barriers: | |
| E | On average, 70% of pupils were remote learning during the summer term – only 30% on site and not always taught by relevant teachers/additional adults due to bubble timetables and staff absence due to being clinically vulnerable. |
| F | Limited live Zoom lessons/Microsoft Teams lessons meant that assessment of pupils during summer closures was more difficult. Also, the amount of parental involvement/support in completion of tasks was hard to measure. |
| G | Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020. |
| H | Families’ engagement with home learning is not always consistent across pupils and year groups. Parents/carers often working long hours alongside remote learning. |

**Planned expenditure for current academic year**

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| 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? |
| Increase the use of reading apps/virtual guided reading sessions and ensure a COVID-19 safe allocation of school reading books. | Improve reading attainment and progress (across the school but especially within year 2) | Only 24% of pupils were regularly using the reading apps during summer 2020 closures.  Limited school reading books were used in Summer 2020 due to COVID-19 school closures. | Monitor home learning platforms/virtual sessions. Monitor reading challenges/allocation of school reading books. | VA/VW | Every term or when needed in relation to national lockdown/phased re-opening. |
| To adapt the curriculum to include the key skills and knowledge that children need in order to access the wider curriculum. Ensuring that gaps from the previous academic year are covered. | To close all gaps from the previous academic year, so that children have the knowledge and skills to make good progress in accessing the wider curriculum. | Baseline assessment in September indicated substantial gaps in learning. These needed to be closed in order that pupils could access the next academic yeas curriculum. | Monitor teaching and learning as part of the whole school monitoring system.  Termly assessment weeks to check attainment and progress. | SM/VA | Termly |
| Ensure that all pupils have access to technology within school and for remote learning. Ensure that staff have enough technology to support families with ‘keeping in touch’ meetings. | More opportunities for hybrid teaching.  Increased virtual sessions delivered by teacher.  Safeguarding – all staff including teaching assistants can deliver virtual meetings with parents/families during school closures and COVID-19 reduced visiting. | Staff are aware of the new requirements for remote leaning re: Remote Learning Policy.  Monitoring of ‘attendance’ at virtual meetings / messages to and from parents/carers via learning platforms identifies lack of engagement with school. Follow up by phone, email, text, and virtual meetings to check pupils re: safeguarding. | Monitor ongoing systems and update the policy as needed | SM/VA and Office Staff | Weekly |
| Total budgeted cost: | | | | | TIME |
| 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? |
| To deliver dyslexia assessments and intervention for some year 2 pupils. | Work is adjusted to support children with dyslexic tendencies both in school and for remote learning. Attainment and progress speeds up for these pupils. Staff access training required to support children and their families with regard to dyslexia. | Pupils identified as having not made sufficient progress or attained ARE. | Monitor the use of the Nessy app and measure data.  Observe the use of the rainbow arc and other learning aids.  Data analysis of curriculum objectives. | Catch up tutor and class teachers/support staff | Half termly |
| To deliver 1:1 and small group reading and writing intervention in year 2. | Improved attainment and progress. Increased writing stamina and increased reading opportunities | End of 2020 data and baseline September highlighted low reading and writing attainment data for this class. | Data analysis  Triangulation  Moderation of catch up tuition  observations | Catch up tutor | Daily / weekly following interventions and discussions with class teachers. |
| Total budgeted cost: | | | | | £6,695 |
| Other 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? |
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| Total budgeted cost: | | | | |  |