



## Catch-Up Premium Plan Moor Nook Primary School

### Summary information

<b>School</b>	Moor Nook Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£15,440	<b>Number of pupils</b>	189

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education will be substantial. Schools' allocations 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. 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.

### Use of Funds

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 [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) 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.

### EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

### Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Children are, quite simply, ‘behind’.</p>
<b>Writing</b>	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Basic skills in grammar and sentence structure have suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

## Planned expenditure

### i. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Additional teacher in identified year group</u>  This year group will have significantly increased rates of reading fluency, writing and maths. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will confidently use age appropriate skills in their writing. They will be confident in all areas of number appropriate for their age and understand how to apply to problem solving.	<b><i>An additional teacher will be appointed to teach an identified group of children as a separate class, for English and maths every morning until the end of the Summer term.</i></b>  <b>£8448</b>		HT/SLT SF - classteacher	May 21
<u>Small group tuition</u>  Specific children in UKS2 will have significantly increased rates of recall and understanding in maths and are working in line with age expectations. They will have a secure understanding of all basic number and be able to apply this when problem solving.	<b><i>Additional to the school day for 1 hour per week, children will work in small groups of 4 with an experienced teacher until the end of the Summer term.</i></b>  <b>£4000</b>		HT/SLT	May 21

### ii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<b><i>Home-learning paper packs are printed and ready to distribute for any pupils who are unable, for whatever reason, to access online remote learning. Stationery packs are prepared for children to take home when home-learning occurs.</i></b>  <b>£500</b>	Packs were provided for any parent who requested them, then collected from the school office. Particularly effective for Nursery and Reception children where practical and paper-based activities are more age appropriate than the online platform.	SP	March 21

<u>Access to technology</u>  During the catch-up extended school provision, children can access additional devices so that they can engage with remote learning.  Teachers have laptops that are equipped to facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i><b>Free laptops for loan to pupils through the DfE programme. They are to be used to further support online access to remote learning for pupils without devices to access this in any other way.</b></i>  <i><b>No cost</b></i>  <i><b>Purchase new teacher laptops to replace those no longer fit for purpose.</b></i>  <i><b>£3000</b></i>	All children with no/limited devices at home were loaned a laptop which, for the vast majority, improved the level of engagement with the remote learning.  New laptops in place impacting positively, initially on increased capacity of teachers with regard to remote learning, and once back in class on the efficiency and effectiveness of class teaching.	SC  CC	March 21  March 21
		Cost paid through Covid Catch-Up	£15,440	
		Cost paid through school budget	£508	
		Total budgeted cost	£15,948	