



## MOGGERHANGER PRIMARY SCHOOL

### Covid Catch-Up Premium Report 2021/22

The Catch-Up Premium provides additional funding for schools to support the impact of the partial closure of schools and increased absence of pupils, due to the impact of Covid-19. School allocations will be calculated on a per pupil basis, with mainstream schools receiving £80 for each pupil in from Reception to Year 11 inclusive.

Schools should use this funding for specific activities to support their pupils in catching up for lost teaching over the previous months. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education. 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: <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

Schools are held accountable for the spending of these monies; school data will capture the achievement of pupils over time and the ways in which they have been supported by the catch-up premium.

#### Amount of Catch-Up Premium funding received 2021-22:

Amount of Catch up funding bought forward from 20/21	£3220
Total catch-up premium received based upon pupil numbers	£2366
Total Catch up funding to spend in 21/22	£5586

### Identified barriers to educational achievement

Moggerhanger Primary School has identified the following as barriers for the pupils on the current role:

- Gaps in knowledge due to lack of parental involvement during covid-19 and support with home learning, including many families who continued to work from home while supporting families
- Lack of IT resources within homes during home learning period – this will still be a barrier if pupils are unable to access online learning platforms at home
- Lack of IT resources in school to facilitate the additional interventions and use of online platforms needed to support pupils
- Parental engagement with school: reading with pupils, accessing and encouraging home learning and homework
- Access to language and literacy – especially access to books and reading
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities due to the additional regulations in place due to Covid-19 restrictions
- Attendance of pupils – many pupils will miss significant or short bursts of school this year due to self-isolation regulations
- Behaviour and wellbeing – pupils with social and emotional needs which affect their learning, many of which have additional pressures due to the ongoing covid-19 restrictions

<b>Key expenditure – how the allocation will be spent</b>		
<b>Area of spend</b>	<b>Focus</b>	<b>Total Allocation</b>
Learning Support assistants to support pupils' targets and focused interventions in Key Stage 2 to ensure progress of pupils and recovery of curriculum, especially in Maths and English.	Maths and English	£3250
Wordshark – to support pupils reading and spelling in Key Stage 1 and 2.	English	£450
White Rose Maths Scheme – develop and support fluency in maths. Ensuring rapid recall of number facts and mental maths, as well as resources to support home learning	Maths	£250
Maths intervention Catch up Numeracy – to develop learning support assistant's ability to deliver effective maths interventions in Key Stage 1 and Key Stage 2.	Maths	£900
Phonics and reading intervention catch-up Literacy – to develop learning support assistant's ability to deliver effective English interventions in Key Stage 1 and Key Stage 2.	English	£900
Upgrade of school broadband to allow on-line/remote learning to run effectively. Along with the purchase of 4 new laptops for staff, with the facilities to deliver interactive online learning.		£2625
	<b>Total Spend</b>	<b>£8375</b>

Area of spend	Intended outcomes	Key Actions
<p>Focus small group tuition for pupils at different times in the week to support progress in maths and close the gap from Year 1 to 6.</p>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in maths to ensure greater percentage of pupils are meeting age related expectations – aim to recover specific targeted pupils to pre-Covid 19 levels</li> <li>• Learning tasks tailored to specific needs of pupils – closing gaps in understanding due to Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments completed to identify gaps in knowledge</li> <li>• Establish groups in line with reviewed approach</li> <li>• Plan and deliver maths sessions based on need</li> <li>• Teachers to liaise to ensure planned targets are appropriate for pupils</li> <li>• Progress against targets tracked</li> </ul>
<p>Purchase of IT equipment to support extensive use of online resources to enable catch up</p>	<ul style="list-style-type: none"> <li>• Improved outcomes in reading, maths fluency and spelling through intensive use of on-line platforms</li> <li>• Pupils make accelerated progress in these key areas through effective rehearsal and practice, ensuring deep learning and rapid recall of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment to be costed and purchased</li> <li>• Equipment set up</li> <li>• Staff are aware of plan for use of equipment to deliver constant and regular practice</li> <li>• Use of platforms is monitored termly to ensure adequate use by all pupils and greater use by targeted pupils (identified through learning plans).</li> </ul>

<p>Learning Support Assistants to support pupil's targets and focused interventions in Key Stage 2 to ensure progress of pupils and recovery of curriculum</p>	<ul style="list-style-type: none"> <li>• LSAs are able to effectively deliver a greater level of intervention for pupils with personal achievement</li> <li>• Tracked groups of pupils make greater progress than others and this narrows the gap between pupils most adversely affected by partial closure of schools</li> <li>• Targeted pupils with provision maps make at least expected progress based upon 2019 data.</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of staff member</li> <li>• Organisation of staff member and timetabling of support of learning plans</li> <li>• Monitoring of effectiveness of intervention termly and review of impact for pupils worked with.</li> </ul>
<p>Learning Support Assistants to support pupils' targets and focused interventions in Key Stage 1 to ensure progress of pupils and recovery of curriculum</p>	<ul style="list-style-type: none"> <li>• LSAs are able to effectively deliver a greater level of intervention for pupils with personal achievement.</li> <li>• Tracked groups of pupils make greater progress than others and this narrows the gap between pupils most adversely affected by partial closure of schools.</li> <li>• Targeted pupils with provision maps make at least expected progress based upon 2019 data</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of staff member</li> <li>• Organisation of staff member and timetabling of support of learning plans.</li> <li>• Monitoring of effectiveness of intervention termly and review of impact for pupils worked with.</li> </ul>
<p>Wordshark – to support pupils reading and spelling in Key Stage 1 and 2</p>	<ul style="list-style-type: none"> <li>• Pupils develop reading and spelling of ARE words effectively</li> <li>• The pupils taking part in the intervention make at least expected progress when compared to 2019 attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of Wordshark</li> <li>• Pupil set up and permissions</li> <li>• Staff training in use</li> <li>• Identification of pupils to use programme</li> <li>• Tracking of progress and effectiveness of intervention to be reviewed.</li> </ul>

<p>Maths intervention Catch up Numeracy – to develop learning support assistant’s ability to deliver effective maths interventions in Key Stage 1 and Key Stage 2</p>	<ul style="list-style-type: none"> <li>• LSAs are confident in delivering effective maths interventions to groups of children</li> <li>• Monitor progress to help narrow the gap between pupils most adversely affected by partial closure of schools</li> <li>• Targeted pupils make at least expected progress based upon 2019 data baseline.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify staff to complete training x 2</li> <li>• Staff complete training and set up programme</li> <li>• Identify pupils to complete intervention</li> <li>• Track and monitor progress of pupils.</li> </ul>
<p>Phonics/Literacy intervention Catch-up – to develop learning support assistant’s ability to deliver effective phonics/literacy interventions in Key Stage 1 and to some Year 3 students</p>	<ul style="list-style-type: none"> <li>• LSAs are confident in delivering effective phonics/literacy interventions to groups of children</li> <li>• Monitor progress to help narrow the gap between pupils most adversely affected by partial closure of schools</li> <li>• Targeted pupils make at least expected progress based upon 2019 data baseline.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify staff to complete training x 2</li> <li>• Staff complete training and set up programme</li> <li>• Identify pupils to complete intervention.</li> <li>• Track and monitor progress of pupils.</li> </ul>
<p>Delivery of remote learning, to allow greater interaction. Upgrade broadband to allow remote learning to be delivered effectively</p>	<ul style="list-style-type: none"> <li>• Staff have the skills and confidence to deliver interactive remote learning to the children</li> <li>• Remote learning can be delivered effectively from the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase 4 staff computers with cameras and mics.</li> <li>• Training on how to use LOOM, if required, and Google Classroom to be arranged from Sandy Secondary School</li> <li>• Greater training on the use of ClassDojo.</li> </ul>

## **How will the school measure the impact of the Catch Up Premium?**

The interventions and support a pupil receives to attain their targets will be recorded and tracked through the use of an individual achievement plan and pupil achievement trackers. Parents will have a role to play in supporting the teacher's targeted planning and the outcomes of these plans will be reviewed with parents each term.

At Moggerhanger Primary School the usual cycle of data collection and the monitoring and tracking of the children's attainment and progress will happen every half term, following an assessment week. This data will then be used to inform early identification of need, support and appropriate intervention for each child. Review meetings will take place at each of these steps, both with the member of staff responsible for Catch-Up Premium monitoring and through pupil progress meetings with the Executive Principal, the week after half-term.

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough and we can quickly identify any dips and develop strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils work, observations, learning walks, staff, parents and pupil voice
- Assessment data is collected in half termly. Formal Pupil Progress Meetings take place half termly
- Interventions are adapted or changed if they are not working
- The Leadership Team maintain an overview of spending

We use national data comparisons, KS2 Statutory Assessments, KS1 interim assessments, Year 1 phonics and EYFS formal data to make national and local comparisons. We also use standardised assessments and Phonics screening checks throughout each academic year.

Catch-Up Premium Funding and the impact of this will be shared with the Governing Body.