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| **Summary Information** | | | | | | | |
| **School** | Mount Carmel RCP | **Academic Year** | 2020- 2021 | **Total Catch- Up Premium** | £33,600 | **Number of Pupils** | 420 ( Reception to Y6) |

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| **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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. 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. | | |
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| Use of Funds | | EEF Recommendations |
| 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. | | 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** | | |
| Maths | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. | |
| Writing | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has 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. | |
| Reading | Children were not practising their phonics knowledge and applying with accuracy to improve their decoding/ blending and fluency overall.  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. | |
| Non- Core | 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. | |

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| **Impact of Covid related closures : Barriers to learning at Mount Carmel** |
| * **Oral language skills on entry to school are low. This hinders reading, writing and phonics attainment in reception and KS1. Reduced time in nurseries and childcare settings have exacerbated this.** * **School readiness within the EYFS setting.** * **Lack of opportunity for transition within the EYFS setting resulted in a high level of complex need that required unplanned additional support.** * **A number of children have struggled with mental health ads a result of school closure. To enable them to reach their potential they will need some additional support on their wellbeing.** * **Reading- Children were not practising their phonic knowledge and applying with accuracy to improve their decoding/ blending and fluency overall. Some children struggled to engage in reading tasks and reading for pleasure during school closure.** * **Knowledge and application of number facts are not as strong and embedded as they would have been for a small number of children.** * **Patchy parental engagement with remote learning** * **Resilience children are less resilient and less willing to ‘have a go’. They are out of their routines and need support focussing on their tasks and maintaining their stamina.** |

A tiered approach as recommended by the EEF

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| **Teaching and whole School Strategies** | | | | | | | | | | | | | | | |
| **Desired Outcome** | **Action** | | | **Evidence** | | | **Cost** | | | **Person Responsible** | | | **Impact** | | |
| Teachers have a very clear understanding of what gaps in learning remain  and use this to inform assessments of learning- Giving a greater degree in confidence and accuracy of  assessments. | September- Teachers baseline the children through mini quizzes and teacher assessment – followed by pupil progress in Autumn 1.  GL Assessments WK 10, 20 and 30 to show progress followed by pupil progress.  Results are used to plan intervention groups | | | Assessments  Ongoing monitoring cycle | | | (None initially) | | | SLT | | |  | | |
| **Targeted Approaches** | | | | | | | | | | | | | | | |
| **Desired Outcome** | | | **Action** | | | **Evidence** | | | **Cost** | | **Person Responsible** | | | **Impact** | |
| To accelerate the progress of children’s reading/phonics through interventions (KS1/ Reception)  To accelerate the progress of a number of children’s mathematical skills through interventions and support (KS1) | | | Support staff and teachers to deliver interventions before and during school to identified pupils.  TA to work with reception children( 3 days) to support additional phonics, reading, language work (Spring Term).  TA to work across Y1 and Y2 (5 days) delivering interventions for reading, phonics and maths. | | | Data from phonics baseline in Autumn.  Data from GL assessments WK10 and 20  Ongoing teacher assessments and monitoring cycle.  End of year assessments to give impact of evidence | | | £9,500  (cost of supply TA until summer 2021 to release Mrs Murray for interventions across KS1)  £7, 250 (Cost of Mrs Ballard for Reception interventions) | | KS  Class teachers and TAS | | |  | |
| To accelerate the progress of children’s mathematical skills through interventions | | | Accelerated Maths to be purchased and used to support children in Y5/ Y6  Y6 – Autumn Term- Summer Term (Morning)  Y5- Spring Term (After School) | | | Ongoing assessments and monitoring cycle.  End of year assessments to give impact of evidence. | | | £2,200 | | CB  Teachers and Teacher Assistants | | |  | |
| Gaps in English and Maths in upper KS2 addressed through National Tutoring Programme (Spring Term) | | | Children to be placed in small groups to receive 15hrs of additional support | | | Children make progress in line with  prior attainment assessment data | | | To be confirmed???? | | SLT  Tutoring programme | | |  | |
| **Wider Strategies** | | | | | | | | | | | | | | | |
| **Desired Outcome** | | **Action** | | | **Evidence** | | | **Cost** | | | | **Person Responsible** | | | **Impact** |
| Children to feel that they have a supportive and approachable point of contact should they feel any anxiety or in need of emotional support.  Families feel that they are able to access support through contact with the school | | Supporting Mental health and Wellbeing  SLT to work alongside class teachers to establish a bespoke approach for children who may be struggling to transition back to school.  Caritas worker to support families and children who may be dealing with the impact of COVID- on their family life.  Kate Brown Drama to support children who have struggled with transition back to school.  Kate Brown to offer a drop session for upper KS2 to discuss worries and concerns.  Kate Brown to continue with programme of work with KS2 based on resilience and finding their baseline. | | | Pupil voice/ survey  Referral to Caritas  Early Help Assessments.  Pastoral Meetings  CPOMS  Feedback from staff. | | | (None initially) | | | | SLT  Caritas Worker and Drama Therapist  Class teachers and teaching assistants. | | |  |
| Children will have greater opportunities to access learning at home. Children will have access to appropriate stationary and ICT equipment if needed. | | Supporting Remote Learning  Remote learning plan generated.  Remote Learning expectations shared with staff and relevant CPD provided.  Remote learning offer communicated to parents and carers.  TTRS /numberbots  Spelling Shed provided to assist with remote learning | | | Parental questionnaire – access to internet/ satisfaction regarding provision.  Level of uptake on Seesaw is monitored by the class teacher.  Welfare calls made to ensure families are able to access remote learning when needed. | | | Spelling Shed £270  Rockstar Maths £94.90  Numbots £57.04 | | | | HT and DHT  Class teachers and teaching assistants | | |  |