MILTON MOUNT PRIMARY SCHOOL
COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	575	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£46,640		

STRATEGY STATEMENT

• The overall aims of your catch-up premium strategy:
      To reduce the attainment gap between your disadvantaged pupils and their peers
      To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Reading: Lack of reading done at home during lock-down and partial opening
B	Writing: Stamina and resilience in writing low, Lack of speaking and listening skills and vocabulary knowledge
C	Gaps in maths learning due to missed school
D	Social. Emotional and behavioral needs
E	Isolation of year group bubbles

ADDITIONAL BARRIERS	
External barriers:	
D	Families in adversity including mental health issues, increase in domestic violence, job loss and other financial challenges.
E	Safeguarding issues more wide spread
F	Rise in incidents of DA

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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? All based on EEF research	How will you make sure it's implemented well?	Staff lead	When will you review this?

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Reading: base line assessment using: Year 1: Teacher assessment Year 2 and 3: PM benchmark, phonics assessment- all children KS2:**Accelerated Reader (subscription**) star reader tests- Year 3-6 Years 2 and 3- 1:1 and small group teaching of phonics and reading by qualified teachers- Autumn 1 All children will have access to high quality reading books Home learning designed to support early reading including investment in Bug Club	Early identification of children who had fallen behind in reading. Planning whole class teaching on comprehension and providing incentives for reading for pleasure- Journey to Pluto (adapted for Covid) KS1 Accelerated Reader Leader board with rewards for number of words shows children are reading daily and more words. Library system to be designed by our librarian to enable children to choose books remotely and quarantining between readers will ensure safety KS1 home learning adapted to include reading games and reading for pleasure books. Videos by teachers to explain how to read with children and how to practice phonics. This ensures specific practice of skills to support school learning.	EEF: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact. In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. 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. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Accelerated reading and Bug club analysis show children's progress and identify children who are not reading.	Data will show return to at least pre-Covid levels Monitoring of progress (incremental) at half term and end of term and evaluation intervention. SILs to evaluate success of intervention and reintegration of children in small groups into main class. Pupil and parent voice on reading progress. Engagement in reading incentives has increased.	English Team LO	End of Spring 2

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Writing(all year groups) Gaps analysis of all children's initial piece of writing. Opportunities to write longer pieces of writing to improve **stamina** Focused work on editing to improve **resilience** Teachers will plan for writing opportunities based on high quality **speaking and listening** and vocabulary teaching. Focus on access points and scaffolding for lower achieving children with the aim to to be able to write independently without dependence on an adult. Discretely teach editing and improvement of writing- review importance of DIRT Increased focus on discrete teaching of vocabulary and application in writing Effective assessment of lower achieving children to gain an understanding of the pupil's current capabilities.	Gaps will be identified at the start of term and so learning objectives based on the need of classes. Children's books will show consistent response to DIRT. Those children ready to write will have higher starting points and opportunities to write earlier in teaching sequence. Planning will show opportunities to write for extended periods of time. Children's books will show evidence high quality vocabulary and increasing production as the term progresses. Under achieving children will be able to write independently after scaffold is gradually removed.	Intervention: focused on the areas where pupils would most benefit from additional practice or feedback. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	Data will show return to at least pre-Covid levels Gaps analysis will show accelerated progress of children in writing. (**Target Tracker starting spring 1) Books will show increased production Books will show increased response to DIRT Books will show use of high level vocabulary Books, planning and teacher discussions will show use of additional scaffolding needed to allow access to writing for lower achievers.	English Team LO	End of Spring 2

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Maths: Introduction of White Rose pre and post tests for each block to ensure gaps are identified early and addressed through quality first teaching. Increased use of practical resources and maths discussion to ensure accelerated learning. Reinforcement of cognitive strategies eg memorization techniques like methods to solve problems in maths. **Subscribe to Times table Rock Stars and Numbots**	Gaps identified in the pre-test will be addressed in teaching sequences. Post -test and mastery tests will measure outcomes of learning. End of term test based on blocks taught. Observation shows evidence of maths discussion using mathematical vocabulary Times table Rock Star analysis will show greater knowledge of facts. Teaching shows wider use of open ended questions.	Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Cognitive strategies are fundamental to learning and the 'bread and butter' of effective teaching.	Assessment at all stages will show increased attainment in maths Books will show outcomes of maths discussions and use of high level maths vocabulary. Lessons will show wider and more consistent use of concrete resources to move learning on	Maths Team CO	End of Spring 2

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Social, emotional and behavioral needs. Initial half term focus on re-establishing routines and expectations of being back in school. Help children transition back into school. Re-establish routines in the classroom. Reintroduce Positive Relationships Behavior Policy Re-issue lanyards and class signs. Identify children facing adversity Review safeguarding and prevent policies and procedures Staff training on CPOMs (see attached Prevent and Safeguarding Action Plan) Childline posters displayed in all classrooms	Pupil voice will reflect positive experience of coming back to school and be able to articulate ways to keep safe. Classes will be engaged in learning and children will be making progress. ELSA/Home support worker and Thrive Practitioner children show improvements from baselines	Re-establishing routines of the classroom will prove beneficial for pupils. Given loss of routine, along with the potential for adverse experiences during partial school closures. Attention on supporting pupils' social, emotional and behavioral needs is likely to prove an effective strategy for supporting learning.	Initial assessment and baselines for Thrive and ELSA/Home support worker Parent voice Observations of classes (from door) Pupil voice	Headship Team, Inclusion Team	Spring 2

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Supporting remote learning Write and regularly review Remote Learning Policy and Procedure Ensure that all children without access to technology have a tablet or laptop Provide peer interaction during isolation via online platform Support pupils independently to improve learning outcomes Ensure strategies/scaffolding and taught to promote independent work Offer paper copies to families who request or need them	Zoom registration to make contact with children As needed additional zoom interventions, catch up and modelling to avoid misconceptions. Welfare calls to any pupils not accessing zoom lessons. Children's learning behaviors remain good. Zoom golden time opportunity for children to interact	Multiple reviews highlight the importance of peer interaction during remote learning as a way to motivate pupils and improve outcomes. Supporting pupils to work independently can improve learning outcomes- for example prompting children to reflect on their work or to consider the strategies they will use if they get stuck.	Teacher feedback of return to school learning behaviours Parent feedback Pupil voice	Headship Team	Autumn 2 and then ongoing review

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