



# COVID Catch Up Premium Recovery Plan Maple Primary School



Summary information					
<b>School</b>	Maple Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£19,840	<b>Number of pupils</b>	248

## Guidance

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's 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	EEF Recommendations
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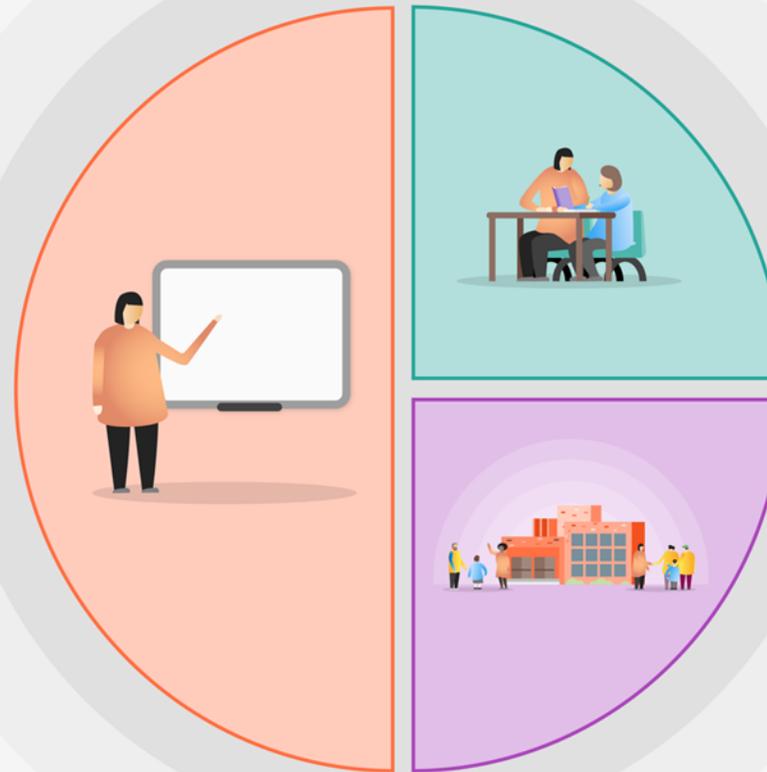
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">guide</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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## Identified impact of lockdown

<b>Maths</b>	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, some children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, some children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
<b>Writing</b>	Writing is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, some children's stamina for writing has been diminished. Some children have had reduced opportunity to practise the 'basics' at home, so there are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease. For some children, there has also been a notable effect on handwriting and presentation.
<b>Reading</b>	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Some children in Reception, Year 1 and 2 did not consistently access phonics over the period when not in school. Although phonics teaching was provided online, this was at whole class level rather than specifically targeted to individuals who may have needed further support.
<b>Foundation</b>	Our wider curriculum was adapted to be accessed remotely. Some topics that required class based practical resources or activities were re sequenced. It is important to consider the depth of skills and knowledge that were covered remotely in order to plan and sequence the curriculum on return to school. Therefore, the children's learning in the foundation curriculum can be supported effectively.
<b>Wellbeing</b>	Children's experiences from lockdown will be varied. As a school, we are mindful of the different experiences and that the impact of these may not be seen initially. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

## 1 Teaching

- Quality First Teaching, using a broad array of teaching strategies that, combined with subject knowledge and knowledge of the children, positively impacts upon learning.
- High-quality termly assessment cycles in place to identify gaps in learning and inform curriculum planning.
- Strong focus and priority placed on the mental health and well-being of children and staff.
- Jigsaw scheme to be implemented to support staff with delivery of PSHE.
- Continued professional development opportunities for teachers and support staff to ensure effective delivery of a broad and balanced curriculum.
- Effective remote learning education and blended learning in place where appropriate.



## 2 Targeted academic support

- An additional 6 hours a week targeted 1:1 Maths and English support provided for current Year 6 (Autumn/Spring) and Year 5 (Summer).
- An additional half a day week targeted support for vulnerable and disadvantaged pupils provided by the SENCO.
- Individual and small group intervention programme in place to support SEN across the school.

## 3 Wider strategies

- Re-establishing school routines and relationships with a focus on the social and emotional needs of pupils.
- Support for families and staff in our school community (our Mental Health Support Team and other agencies).
- A focus on emotional resilience through Brain Buddies provided by our EMHP.
- Increased focus on transition of pupils to secondary school following COVID.

## **COVID catch up premium Appendix**

The COVID catch up fund is designed to support schools in catching up the lost learning from the pandemic. However, in order to keep school safe, clean and fully open for children, many additional measures have had to be put in place.

At Maple Primary School, we know that the best way for the children to learn well, and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible.