

Moseley CE Primary School - Catch-up strategy

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.

This document should be considered alongside our school's Recovery Curriculum Plan, Remote Plan and School Improvement Plan.

School overview

| Metric | Data |
|---|---|
| School name | Moseley CofE Primary School |
| Pupils in school | 215 |
| Proportion of disadvantaged pupils | 11%. |
| Catch-up allocation this academic year | Autumn Term = £4320 Spring Term = £5670 Summer Term = £7130 Total = £17,120 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | November 2020 |
| Review date | September 2021 |
| Statement authorised by | Dawn Gallagher |

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 | Targeted approaches | Wider strategies |
|--|---|--|
| <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support | <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time | <ul style="list-style-type: none"> Supporting parent and carers Access to technology Summer support |

| Identified impact of lockdown | |
|-------------------------------|---|
| Maths | Specific content has been missed, leading to gaps in learning. Recall of basic skills and fluency has suffered – children are not able to recall number bonds, addition facts, times tables etc and have forgotten calculation strategies. This is reflected in arithmetic assessments. High prior attaining pupils have been significantly impacted in all year groups. |
| Writing | Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills including handwriting skills (especially those new to joining). GPS specific knowledge has suffered, and this has negatively impacted fluency in writing. It is evident that children have not written as regularly at length during lockdown and this has had a significant impact on stamina for writing. Children engaged more in some writing tasks than others and this has led to gaps in knowledge of writer's toolkit writing for different purposes and genres. High prior attaining pupils have been significantly impacted. |
| Reading | Many children accessed reading during lockdown and enjoyed reading for pleasure. 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. Children's had less experience of reading of non-fiction texts and poetry and this has impacted on this aspect of performance in test. High prior attaining pupils have been significantly impacted. |
| Other | <p>There are now gaps in knowledge as whole units of work have not been taught in school 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. However, the school introduced a new curriculum in Sept'20 and subjects are now taught discretely. There is flexibility to adapt this in coming years to ensure that core knowledge and skills are taught to fill gaps.</p> <p>Children's resilience, independence and stamina for learning has significantly reduced.</p> <p>There has been a significant increase in Social, Emotional and Mental Health concerns which have a detrimental impact on children's learning.</p> <p>School was an early adopter of the SRE curriculum as part of our PSHE programme. Units were not taught during the summer term due to children learning remotely. These missed units will be prioritised and taught in the Autumn term to ensure that all children have received their curriculum entitlement by the end of the summer term.</p> |

Strategy aims for all pupils

| | | Reading | | Writing | | Maths | |
|----|-----|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| | | Baseline Oct'20 % | Summer '21 Target % | Baseline Oct'20 % | Summer '21 Target % | Baseline Oct'20 % | Summer '21 Target % |
| YR | EXP | 30 | 90 | 33 | 83 | 83 | 93 |
| | Exc | 0 | 40 | 0 | 33 | 17 | 37 |
| Y1 | EXP | 80 | 90 | 73 | 83 | 77 | 93 |
| | GDS | 23 | 40 | 30 | 40 | 17 | 37 |
| Y2 | EXP | 76 | 88 | 66 | 83 | 76 | 89 |
| | GDS | 31 | 47 | 21 | 33 | 21 | 41 |
| Y3 | EXP | 91 | 91 | 50 | 95 | 78 | 89 |
| | GDS | 31 | 51 | 6 | 52 | 13 | 41 |
| Y4 | EXP | 72 | 92 | 78 | 95 | 75 | 96 |

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|----|-----|----|----|----|----|----|----|
| | GDS | 13 | 51 | 9 | 49 | 19 | 58 |
| Y5 | EXP | 77 | 83 | 70 | 88 | 80 | 84 |
| | GDS | 17 | 48 | 13 | 46 | 37 | 48 |
| Y6 | EXP | 88 | 90 | 72 | 93 | 63 | 93 |
| | GDS | 16 | 52 | 28 | 50 | 28 | 57 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|----------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | September 2022 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | September 2022 |
| Progress in Mathematics | Achieve national average progress scores in KS2 Mathematics (0) | September 2022 |
| Phonics | 100% of pupils to achieve expected standard in phonics screening. | June 2022 |

| Support Great Teaching: Improve provision for blended learning to ensure high quality teaching and learning remotely and in school to support recovery of learning potential for all pupils. | | |
|---|--|--------------------|
| Measure | Activity | Projected spending |
| Improve capacity and curriculum provision for remote learning. | <ul style="list-style-type: none"> - Training and release time for DHT and computing lead to develop intent and implementation of blended learning curriculum. - Release time for website lead to manage school website including archiving of outdated information, redesigning remote learning page and uploading current relevant documentation and resources. | £500 |
| Secure attainment and progress for all pupils in maths. | <ul style="list-style-type: none"> - Maths lead to re-write maths scheme of learning based on White Rose scheme. (Including planned opportunities to revisit learning to fill gaps identified using assessment.) - Purchase and use of White Rose Premium resources in school and for remote learning to ensure consistency. - Maths lead to purchase resources to support teaching for mastery using Concrete Pictorial and Abstract Approaches. - Maths lead to arrange / deliver training to all staff to embed teaching for mastery across all | £ 4,000 |

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| | <p>year groups including use of Concrete Pictorial and Abstract Approaches.</p> <ul style="list-style-type: none"> - Use of Purple Mash and My Maths for homework and for remote learning. | |
| Secure attainment and progress for all pupils in reading. | <ul style="list-style-type: none"> - English lead and phonics lead release time to support EYFS / KS1 to implement effective practice training from English Hub for reading groups. - Purchase Big Cat Collins e-books linked to books children are reading in school to facilitate consolidation of learning at home. - Purchase and use Power of Reading resource to support planning for reading and writing for remote and in school learning. - Purchase and use Literacy shed to support planning for reading and writing for remote and in school learning. | £1,500 |
| Secure attainment and progress for all pupils in writing. | <ul style="list-style-type: none"> - English lead release time to undertake and implement effective CPD from English Hub / BEP. - Purchase and use Letterjoin resource. - Purchase and use Power of Reading resource to support planning for reading and writing for remote and in school learning. - Purchase and use Literacy shed to support planning for reading and writing for remote and in school learning. - Opportunities for writing for various purposes planned across the curriculum to build stamina for writing and experience of writing for different purposes. | £700 |
| Pupil assessment and feedback | | |
| Secure attainment and progress through effective use of assessment. | <ul style="list-style-type: none"> - Improve format for Pupil Progress records. - Use of FFT aspire to set ambitious targets and set precise actions in Pupil Progress meetings. - Purchase and use of FFT pupil tracking to monitor progress towards targets. - Training and coaching for Maths and English lead in effective use of assessment data to raise standards. - Use White Rose assessments to identify and plan for gaps in learning. - Identify and purchase reading assessments to support assessment for learning to identify gaps and plan teaching and learning. - SENDCO to train all staff in use of Continuums, ITPS and toolkit tracker. | £2,500 |

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| | <ul style="list-style-type: none"> - Use of SEMH toolkit to identify precise difficulties, set targets and measure progress. - Review marking and feedback policy using research into effective practice. | |
| Total Projected spending | | £9,200 |

Targeted academic support for current academic year

| One to one and small group tuition | |
|--|---|
| Measure | Activity |
| Secure attainment and progress for all pupils in maths. | <ul style="list-style-type: none"> - KS1 Teaching Assistant deployed to undertake same day interventions to address gaps in learning identified in lessons. - DHT to plan and deliver maths interventions for underachieving KS2 pupils identified in Pupil Progress Meetings. |
| Secure attainment and progress for all pupils in reading. | <ul style="list-style-type: none"> - KS1 Teaching assistant to deliver 1:1 Direct Phonics intervention to pupils not on track to achieve expected standard in phonics. - 0.6 Teaching Assistant in KS2 strategically deployed by English lead to provide planned support for identified underachieving pupils in reading. |
| Total Projected spending | £5,000 |

Wider strategies for current academic year

| Measure | Activity | Projected spending |
|--|---|--------------------|
| Ensure all families have access to technology for remote learning when necessary. | <ul style="list-style-type: none"> - Ensure all families have access to necessary equipment to support remote learning if required (Including assessing family's needs, acquiring DFE laptops and liaising with local charity to source additional laptops as necessary, set up of loan system and associated policies and ongoing support for families as needs change) - Review Remote Learning provision and develop Remote Learning strategy and associated policies. | £1,200 |

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| | <ul style="list-style-type: none"> - Purchase and set up Purple Mash including liaising with Purple Mash and technicians for initial set up, training for staff and support for parents and pupils. - Introduce MS365 Virtual Learning Environment including liaising with DFE provisioning and technicians to set up, delivering training for staff and support for parents and pupils. | |
| Ensure all children's SEMH needs are met so that they are able to to develop positive relationships with adults and peers in school, access the full curriculum and engage in their learning. | <ul style="list-style-type: none"> - SEMH lead to arrange / deliver training to all staff on Adverse Childhood Experiences and social and emotional learning approaches. - Embed use of Social Emotional Learning approaches into routines for Quality First Teaching. - Teaching Assistant and SEMH lead deliver well-being hub interventions for identified children. 1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management. - Additional support allocated for identified children through Malachi, EP, Forward Thinking Birmingham - Use of SEMH toolkit to identify precise difficulties, set targets and measure progress. - Use of Strengths and Difficulties Questionnaires (SDQs) to plan support and measure impact. | £1,720 |
| Total Projected spending | | £2,920 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|-------------------------|--|--|
| Teaching | <p>Staff absence (including HT and SENDCO) impacting on capacity to deliver school improvement priorities and on continuity of teaching and learning.</p> <p>Possibility of further disruption to teaching and learning for future lockdowns and individuals or groups self-isolating.</p> | <p>Substantive DHT has been Acting HT since Autumn term.</p> <p>Secondment of DHT with SENDCO experience in Spring and Summer term.</p> <p>Improvements to blended learning provision including investment in systems and CPD.</p> |
| Targeted support | Ensuring targeted support does not negatively impact on pupil's | Strategically planned evidence based interventions timetabled in Pupil Progress meetings. |

| | | |
|-------------------------|--|--|
| | access to broad and balanced curriculum. | |
| Wider strategies | Ensuring targeted support does not negatively impact on pupil's access to broad and balanced curriculum. | Strategically planned well-being hub provision map timetabled in Pupil Progress meetings by SEMH lead. |