



# Manor Park Primary School

## Covid-19 Catch-Up Premium Plan

### Summary information

<b>School</b>	Manor Park Primary School				
<b>Academic Year</b>	2020-21	<b>Number of pupils</b>	613		
		<b>Amount of funding received per child</b>	£80.00	<b>Total Catch-Up Premium</b>	£49,040

### Guidance

The government has announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time as a result of the Covid-19 pandemic, with extra support for those who need it most.

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and to support schools to rise to the challenge. While headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#).

Alongside this universal offer, there is an additional allocation of £350 million for a National Tutoring Programme intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.

The DfE has also set out the following curriculum expectations, to ensure all pupils, particularly disadvantaged, SEND and vulnerable pupils, are given the catch-up support needed to make substantial progress by the end of the academic year.

**Education is not optional:** All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

**The curriculum remains broad and ambitious:** All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

**Remote education:** Opportunities for all pupils to access remote learning need to be integrated into school curriculum planning.

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan based on the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

## 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. They should set out a plan on how they will allocate the additional funding to support curriculum recovery this academic year.

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 3-tiered approach:

### Teaching and whole school strategies

- High -quality teaching for all
- Effective pupil assessment and feedback
- Supporting remote learning
- Focusing on professional development

### Targeted academic support

- High-quality one to one and small group tuition
- Intervention programmes and targeted support
- Academic tutoring
- Planning for SEND pupils

### Wider strategies

- Communicating with and supporting parents and carers
- Supporting pupils' social, emotional and behavioural needs through a planned social and emotional learning curriculum

Ofsted will conduct interim visits to schools and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

## Identified impact of lockdown in subject areas

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of teaching. Children still have an appetite for maths and lockdown has not affected their attitudes, however many are not at expected standards in all areas.</p> <p>Recall of basic skills has suffered as some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in maths assessments.</p>
<b>Writing</b>	<p>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.</p>
<b>Reading</b>	<p>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. The bottom 20% of readers have been disproportionately affected.</p>
<b>Non-core</b>	<p>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.</p>

## Issues identified from September 2020 as barriers to learning

- Gaps in attainment due to inconsistencies in home learning experiences for children, reduced opportunities to practise and develop key skills and inconsistencies in access to remote learning.
- Regression of learning behaviours due to not being in school environment.
- Reduction in literacy and numeracy skills due to inconsistencies in access to books, daily reading opportunities.
- Gaps in attainment for SEND children due to inconsistencies in access to remote learning, lack of access to usual level of support and reduced interventions for specific learning difficulties.
- SEMH needs arising from the pandemic and the effects of lockdown.
- Transition needs of children returning to school following extended period away.
- Covid-safe timetabling restraints on delivery of high-quality teaching and broad curriculum.
- Identification of need and ability levels in new nursery and reception cohort with a lack of information from nurseries due to lockdown.
- Increased waiting lists for external service support due to pandemic.
- Preparing for further home learning needs due to potential second lockdown and children who are required to quarantine/isolate.
- Staffing issues due to staff who are required to quarantine/isolate as well as provide childcare for their own children doing so.
- Increased safeguarding concerns during and following the lockdown period.
- Maintaining high attendance for all children.
- Staff well-being and anxiety levels.

Teaching and Whole School Strategies		
Action	Intended Impact	Cost
<b>High-quality Teaching for all</b>		
Additional lesson time on core teaching with a focus on consolidation of basic skills.	Gaps in pupil learning are identified and addressed	School budget
Working through well sequenced, purposeful learning schemes, adapted to focus on missed objectives and consolidate basic skills.	Pupils basic skills consolidated	School budget
Focus on speech, language and communication skills, particularly of the new nursery and reception intake. To include Wellcom screening and in-class support to ascertain levels of need and ensure effective provision.	Pupils' speech and language needs appropriately met	School budget
Particular focus on early reading and phonics with daily additional sessions in EYFS and KS1. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.	Gaps in phonics and reading addressed and pupil attainment increased	School budget
Non-core subjects planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning, so that knowledge gaps can be reduced.	Gaps in pupil learning are identified and addressed	School budget

<b>Effective pupil assessment and feedback</b>		
Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments, with adaptations made to teaching to address any gaps.	Accurate assessment and understanding of pupils learning needs to inform planning and targeted interventions.	School budget
<b>Supporting remote learning</b>		
DHT and IT leader to plan and introduce a new remote learning system through Microsoft Teams to be used alongside current platform SeeSaw to offer delivery of live lessons for children self-isolating.	Improved remote teaching and learning model in place	Release time for DHT and IT leader x 2 days £1,320
Purchase of new staff laptops that are equipped with webcams and allow teachers to access school-based resources from home to facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	IT hardware in place to support delivery	<i>Purchase of laptops for all teaching staff</i> £20,455
Additional pupil laptops so children can access devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	IT hardware in place to support delivery	School budget and DFE IT funding
<b>Focusing on professional development</b>		
Staff training in Microsoft Teams to enable them to offer improved remote learning	Increased staff confidence and skill in providing remote learning	Microsoft Teams CPD release time for staff x 1 hour per teacher £1,200

Staff wellbeing PMHT, Feb 2021 LLM Boomerang (pupil emotional resilience) PMHT, Nov 2020 LM LADO allegations management training January 2021 – LLM Mental Health and young people in terms of safeguarding responsibilities Nov 2020 – LLM Stress Awareness training – Jan 2021 all staff Right Help Right Time and Early Help – LM November 2020	Improved staff and pupil mental health and well-being and understanding	School budget
Additional staff training and support on assessment to enable staff to accurately identify pupils learning needs	Improved staff confidence in making accurate assessments to identify gaps in pupil's learning	School budget

### Targeted Academic Support

Action	Intended impact	Cost
<b>High-quality 1-to-1 and small group tuition</b>		
Booster groups and interventions offering additional support in all year groups with a focus on basic core skills. Some children need extra support with speech and language, phonics, reading, numeracy and writing. Children will be identified through ongoing assessment and these interventions will be supported by LSA's and SEN LSA. Timetables will be flexible to allow this.	Small group and individual booster support to support learning and pupil well-being	School budget
<b>Intervention programmes and targeted support</b>		

Booster groups in Year 2 and Year 6 for both maths and English taught by DHT and 2 AHT's	Support to enable children in these year groups to close the gap and meet ARE	Booster groups DHT x 1 hour per day £804 x 12 weeks 2 x AHT – 3 hours a day each £3,480 x 12 weeks
<b>Academic tutoring National Tutoring Programme</b>		
Targeted small group tutoring twice weekly after school in spring and summer terms. Students will be identified via data analysis and reviews with SENCO and phase leaders. These children will receive 15 hours of targeted tutoring in either English or maths based on specific individualised targets. LSA overtime payments to support children accessing NTP	Support to enable children to close the gap and meet ARE Improved pupil confidence	Spring & Summer 25 small groups 15-week session 6 1:1 15-week session NTP £3,307 Summer 25 small groups 15-week session 6 1:1 15-week session NTP £3,307 Spring LSA x 6 30mins daily - £500 Summer - £500
Targeted interventions by EYFS leader to address gaps in learning nursery and reception children	To enable children in these year groups to close the gap and meet ARE Improved pupil confidence	EYFS AHT x 1 hour weekly £1,740 12 weeks
<b>Planning for SEND pupils</b>		
1:1 support for vulnerable SEND children led by inclusion leader, senco and SEN LSA	To enable children in these year groups to close the gap and meet ARE Improved pupil confidence	1:1 support SEN pupils 1 hr SENCo per week £720 – 12 weeks 3 hours LSA per week £558 12 weeks
Participation in the AFA project for identified SEN and disadvantaged pupils Full time support from Learning Mentor x35 hours weekly	Improved engagement with families, better equipped to support their child's learning	SEN support AFA project Full time learning mentor £5,464 AFA project SENCO 2 hours per week £1,440 12 weeks

		AFA teacher conversations with parents x 36 hours £1,242
Providing individual risk assessments for EHCP children and regular well-being calls to parents on SEND pupils	Improved engagement with families, better equipped to support their child's learning	School budget
Individual small group tutoring by the NTP (included above)	Support to enable children to close the gap and meet ARE Improved pupil confidence	Included in costs above
SEN OFSTED training accessed by HT, DHT and SENDCo which focussed on gaps for SEN pupils	Support to enable children to close the gap and meet ARE	School budget

### Wider Strategies

Action	Intended Impact	Cost
<b>Communicating with and supporting parents and carers</b>		
LLM and LM's on gates daily for 1 hour at beginning and end of day to meet and support parents and children in staggered entry and exit arrangements	Parents feel supported emotionally and practically Low level concerns addressed immediately	Learning mentors x 3 for 2 hours daily £1,116
Purchase of additional learning resources to support children at home e.g. KS 1 and 2 Maths SATs practice books	Children have access to appropriate stationery and paper-based home-learning activities with greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Purchase of additional learning resources £400
Stationery packs purchased and resources printed and set aside for children to take home when home-learning occurs	Children have access to appropriate stationery and paper-based home-learning activities with greater opportunities to access learning at home. Home-learning opportunities will not	Purchase of additional stationery packs including printing costs £1,000

	always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	
<b>Supporting pupils' social, emotional and behaviour needs through a planned social and emotional learning curriculum</b>		
Virtual school tours and videos produced and available on the school website. Virtual meetings offered to all new parents and families. Virtual parents meetings for all parents x 3 across the year	Strong transitions for new children joining school.	Subscription to virtual parents' evenings software IT technician release x 10 hours to produce videos £635
Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work. Work will be supported by additional staffing, some children, dependent on need, will access counselling and other targeted SEMH interventions	Pupil SEMH, mental health and well-being supported	School budget School counsellor x 3 hours weekly £800 – 12 weeks
PSHE and mental health and well-being recovery programme implemented for all children.	Pupil SEMH, mental health and well-being supported	School budget
		<b>£49,988</b>