

Milford School Catch Up Plan 2020-2021

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The total amount allocated to Milford School based on eligible pupils is £14,160, split as follows: 2020/21 is £8,260 2021/22 is £5,900.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

Effective home learning programmes have been found to mitigate the impact. Milford provided a 'live and guided' home learning offer for all pupils immediately when lockdown was announced through Google Classroom and video conferencing. There is an acknowledgement that whilst the take up of remote learning was strong, a small number of pupils (including disadvantaged pupils) took part in face to face teaching and learning but completed little else outside of this.

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents and carers of the impact it has on pupil progress and achievement.

Catch Up strategy statement

1. Summary information					
School	Milford School				
Academic Year	2020-21	Total catch up budget	£14,160		
Total number of pupils	176				

Identified Vulnerable groups for gaps in skills and knowledge upon return in September 2020

Vulnerable group	Number in each Year group	Rationale for vulnerability
Non engagement through lockdown	Y2 Y1 EY	
Disadvantaged	Y2- Y1- EY -	
SEN	Y2- 9 (2 EHCP) Y1 – 10 EY – 5 (1 EHCP)	
LAC/ CP	0	

2. Possible barriers to catch up (attainment)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Issues with attendance and punctuality for some vulnerable groups	
B.	Prior low attainment	
C.	Y2 identified as having a higher than normal number of pupils vulnerable to social and emotional issues and special needs (high number of EHCP pupils)	
D.	Slightly larger number of Year 1 pupils still working within ELG	
External barriers (<i>issues which also require action outside school</i>)		
E.		
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils attend in line with all pupils nationally	Attendance % matches or exceeds national average
B.	Pupils who have prior low attainment demonstrate rapid progress	% of Pupils with identified low attainment reduced to match/ exceed national averages in each year group
C.	Y2 pupils (identified as having a number of pupils with SEMH needs) respond positively and are well integrated to school life.	% of Y2 pupils requiring significant additional support reduced over the year
D.	Percentage of pupils in YR, Y1 and Y2 match or exceed those nationally at ARE	ARE matches/ exceeds national by July 2021

Planned expenditure								
Academic year	2020 - 2021							
The plan below outlines how the use of Catch-Up funding improves classroom pedagogy, provide targeted support and support whole school strategies.								
1.	2. Quality of teaching for all (Quality First Teaching) WAVE 1							
Desired outcome	Chosen action / approach	EEF Research link	Implementation date	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costings	Staff lead	When will you review implementation?
All pupils attend school regularly	<ul style="list-style-type: none"> - Attendance monitored by office and HT. Phonecalls made and support offered to any families having difficulties - Whole school attendance focus 	EEF Impact of School Closures 2020	From September (ongoing)	Anticipated PA to increase due to parent/ pupil anxiety	SLT overview-weekly report to HT	Met within school budget	HT/Office staff.	Initially weekly –to be reviewed
All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day	<ul style="list-style-type: none"> - Character skills and attributes explicitly identified and praised across whole school (using Milford Mindset approach) 	EEF Improving Social and Emotional Learning in Primary Schools	September (ongoing)	All pupils (including those who have attended school during lockdown) have experienced reduced curriculum timings/ lower levels of learning support. Focus and sustained concentration identified as issues for many upon	<p>Staff CPD Behaviour Policy and approach – Paul Dix reading.</p> <p>New behaviour policy shared and agreed by all</p>			Intention to move onto full year group curriculum by October half term.

	<ul style="list-style-type: none">- Character skills interwoven through lessons with focused praise from adults and peers – use of Recognition boards- behaviour policy developed further with staff – clear expectations and class management techniques			return during Summer term				
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<p>All pupils have sufficient opportunity to access regular basic skills revision and instruction</p>	<ul style="list-style-type: none"> - Revision to timetable of school day - adjustments to meet needs specific year groups (keep up sessions daily) - Provision of extra staffing to enable quick intervention across yr grps - Other subjects protected in weekly timetable particularly PE PSHCE, Science, Hist/Geog, Music and PE 	<p>A range of research has shown that regular re-visits and pre-teaching contribute to more rapid progress for most children.</p>	<p>September</p>	<p>Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice Quality reading opportunities identified by school as key deficit area during lockdown. Evidence – how the brain works - short, intense bursts</p>	<p>Effective communication with all staff of whole school expectations</p>	<p>N/A</p>	<p>DHT EY Lead</p>	<p>Half termly review and evaluate</p>
<p>Gaps in knowledge and skills are accurately identified</p>	<ul style="list-style-type: none"> - Assessment screening undertaken in appropriate year groups for phonics, spelling - Target chn identified and provision put in place. 		<p>Last week in September</p>	<p>Staff need accurate information around gaps to inform planning and Intervention, therefore giving staff the flexibility and staffing to be able to respond proactively based upon the needs of their children.</p>	<p>Standardised screening across Year groups</p>		<p>DHT/ Assessment lead, SENCO</p>	

All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE	EYFS/ KS1 recap training in phonics – whole class approach with targeted support Whole staff recap – Monster phonics reading teaching sequence inc. assessment/Guided Reading and individual reading approach		September October September	Reading identified as a possible area of vulnerability due to lockdown	MP Teaching sequence has proven track record of success	Staff training sessions	English Lead	After Autumn term – assessment and further screening as required (Salford Reading Ages?/PIRA?)
All pupils rapidly recover Writing skills so they meet or exceed ARE	Whole staff recap – Milford writing teaching sequence and termly expectations planning document – adjust proportion of composition and sentence structure accordingly.		November September	Writing identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success (sig. improvement since 2016)	Staff training sessions	English lead	
All pupils rapidly recover maths skills so they meet or exceed ARE	Whole staff recap on Milford way of delivering maths – additional pre teaching/pre loading and 'keep up' recap sessions to close gaps		September	Maths identified as key area of potential vulnerability due to lockdown			Maths Lead	Ongoing over year
3.	4. Targeted support WAVE 2/3							
Desired outcome	Chosen action/approach			What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review im

Pupils in identified vulnerable groups supported socially and emotionally to ensure good attendance and punctuality	Attendance officer (Steph) actively engaging with identified groups		From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to attend school every day and on time	Proven track record of strategies that work well with local community in overcoming PA	N/A	Attendance Officer	
Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state to learn	Allocated emotional well-being worker support within each phase – (ELSA trained LSAs, HLTA J.G, Senco)		From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to access learning	Proven track record in restorative approach to support emotional well-being	N/A	Senco/DHT	September 2020
Pupils identified as requiring additional emotional well-being 1:1 support	Emotional well-being support (wherever possible inside class) following bespoke programme		From September onwards	Some pupils require additional support to Wave 2/3		Met from other budgets	Senco/DHT	

EHCP and SEN pupils supported to make good progress and to be well prepared for transition to Junior School	Provision for identified pupils – HLTA that is a qualified teacher identified to support/deliver this provision	Spring term	Relatively high numbers of disadvantaged, SEN, EAL/CP in this year group	DHT monitoring – pupil progress in this phase	£	Senco/DHT	Fortnightly

3. Other approaches

Desired outcome	Chosen action/approach			What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review im
To ensure the current lockdown (Jan 2021) does not further widen the gap for all children especially SEND and disadvantaged.	<ul style="list-style-type: none"> - Higher ratio of disadvantaged children in school with key worker children. Taught by a teacher and continuing planned interventions - Children without access to technology identified and given a laptop and advice on how to use. - Children not engaging with remote learning identified and contacted by CT in the 		Lockdown Jan 21	<p>Disadvantaged groups had a higher rate of non-engagement in lockdown 1.</p> <p>Keyworker children were not following a normal school timetable in lockdown 1 and not grouped by year group, leading to a more care based approach.</p> <p>More knowledge of how children and parents would respond to more learning and targeted zooms for SEND children</p>	<p>Monitoring by SENCO, with input from HLTA and SALT</p> <p>Data monitoring – DH</p>		Senco/DH	Ongoing through lockdown

	<p>first instance then SLT</p> <ul style="list-style-type: none"> - Work packs delivered by Teachers and SENCO to keep up contact and expectation - Phonics club intervention groups run by HLTA and LSAs (overseen by SENCO) via zoom with daily activities linking Year 1 and 2. Use of monster phonics for catch up - Consultation with link speech and language therapist to target children via remote learning - Speech and Language interventions run via zoom for individual children and groups of children 								
Total budgeted cost									