

Moss Lane School **Covid Catch up Premium 2020 – 2021**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Summary Information

School:	Moss Lane School
Academic Year:	2020 – 2021
Total Catch Up Premium:	£13,840.00
Number of Pupils:	173

Rationale

Following the 2020 lockdown due to the COVID-19 pandemic, Moss lane received an additional amount of money to provide catch-up support for those pupils that require it. Those from the most vulnerable and disadvantaged backgrounds were among those hardest hit. The aggregate impact of lost time in education was substantial, and the scale of our response must match the scale of the challenge. Moss Lane's allocation was calculated per pupil, with a total of £80 for each pupil. The catch-up premium was designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). This grant will only be available for the 2020 to 2021 academic year. It will not be added to Moss Lane's baselines in calculating our future years' funding allocations. At Moss Lane Infant School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

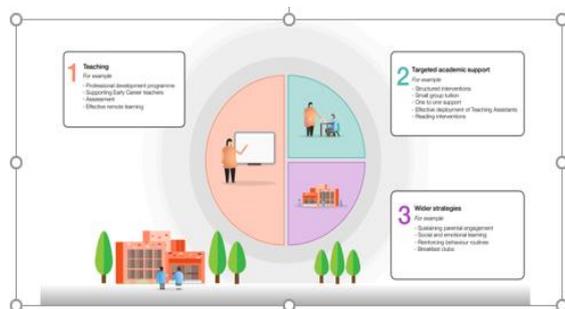
Use of funds

The **green text** are the areas within the "The EEF guide to supporting school planning"

The **blue text** are those areas detailed in the "Covid-19 support guide for schools."

- Tier 1 – **Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)**
- Tier 2 – **Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time).**
- Tier 3 – **Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)**

It is suggested that a school's focus should also be split ½ on Tier 1 and a ¼ on Tier 2 and a ¼ on Tier 3, see diagram below:



Moss Lane 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. Moss Lane has the flexibility to spend their funding in the best way for their cohort and circumstances.



To support Moss Lane to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf) with evidence-based approaches to catch up for all students. Moss Lane should use this document to help us to direct their additional funding in the most effective way.

The EEF advises the following:

- “The EEF guide to supporting school planning – A tiered approach to 2020-21”
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

and

- “Covid-19 support guide for schools”
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/Covid-19_support_guide_for_schools.pdf

Teaching and whole school strategies

- ❖ Supporting great teaching
- ❖ Pupil assessment and feedback
- ❖ Transition support

Targeted approaches

- ❖ One to one and small group tuition
- ❖ Intervention programmes
- ❖ Extended school time

Wider strategies

- ❖ Supporting parent and carers
- ❖ Access to technology
- ❖ Summer support

Maths

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. Recall of basic skills has suffered – children have not retained taught calculation strategies, addition and multiplication facts. This lack of fluency is reflected in daily teaching and learning sessions as well as arithmetic assessments.

Writing

Children haven’t necessarily missed ‘units’ of learning in the same way as Maths. However, they have missed out on teacher led session that focused on the rehearsal of writing skills. Children are lacking fluency in writing due the loss of specific grammar and punctuation skills. Those who have maintained frequent, purposeful writing throughout lockdown are less affected with stamina for writing impacted. However, for those where writing was not a focus fluency, technical skills, stamina and grammar skills have been impacted.

Reading

Children accessed reading during lockdown more than any other subject. This is something that was easily accessible for families and required less teacher input. There is a reduction of fluency and comprehension skill with most children. The gap between more secure readers and those who are still embedding a range of reading skills including fluency has increased.

Current year one children are not as secure in phase 2 and 3 phonics. This lack of security seen a loss of application of phonics knowledge when reading and writing. Children in year two, who are working towards the expected standard in reading and writing, are less secure with applying phase 4 skills and phase 5 knowledge.

Foundation

There are now significant gaps in knowledge. Whole units of work have not been taught with in school, meaning that children are less able to access pre-requisite knowledge when learning something new. Teacher judgements have shown children 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, woodland school, visitors and ‘wow’ curriculum moments.



1. Teaching (Professional development programme - Supporting Early Career teachers - Assessment - Effective remote learning)

Area to Address	Supporting great teaching Maths Numeracy class 'Catch-Up' supports those identified children in reinforcing their understanding of basic maths skills and application of number.
Action / Approach	<ul style="list-style-type: none"> • Plan a 'pre-teach week' before each unit of work ensuring that pre-required knowledge (taught the previous year) is embedded. • Making formative assessments throughout the pre-teach. • To use a mastery approach and not drill and practice style. • Power Maths lesson/ booklets to support learning both in school and at home and alleviating the need to repeat and re-teach. • Early work to include mental maths and opportunities to rehearse existing skills. • A high focus on arithmetic recaps. • To use Power Maths recovery support material when and if it is available – July2020 • Staff development meetings on QFT for support staff
Finance	Power maths booklets - £1080
Staff lead	RS - Plans checked to ensure topics and concepts picked up and taught using mastery approach.
Timing	Daily
Expected impact	<ul style="list-style-type: none"> • Missed learning will have been covered and gaps in learning reduced/erased within two years. We are hopeful this will be reached with in one academic year. • Those at risk of falling behind are identified swiftly. Quality first teaching alongside prompt/reactive interventions will support these learners. • There is a further increase in the proportion and consistency of effective quality first teaching and learning across the school.

Area to Address	Writing Writing class 'Catch-Up' supports those identified children in reinforcing basic writing skills.
Action / Approach	<ul style="list-style-type: none"> • Effective communication between year groups to ensure all teaching staff know the starting point of children's learning. • Any 'missed' learning objectives to be taught and embedded prior to new learning. • Use these as the basis of the Autumn terms planning using the current year group topic and texts. Where possible incorporate some of the key current year group objectives. • Ensure teacher questioning and feedback if effective in moving learning forward. • Regular letter formation /handwriting practice.
Finance	No cost
Staff lead	AB Monitor planning and work scrutiny- feedback to support progress
Timing	Daily
Expected impact	<ul style="list-style-type: none"> • Gaps in learning closed and children working on correct year group objectives within two years. We are hoping this would be achieved within a year. • Fine and gross motor skills for all children will be with in age expectations. • Those at risk of falling behind are identified through quality first teaching and capacity for prompt and reactive intervention given. • There is a further increase in the proportion and consistency of effective quality first teaching and learning across the school.



Area to Address	Reading Reading class 'Catch-Up' supports children who are working towards the expected standard or are showing difficulties with an aspect of reading.
Action / Approach	<ul style="list-style-type: none"> • Children will be heard at least 3 times a week by an adult in addition to their Guided Reading sessions. • Teachers to plan targeted guided reading sessions to embed any specific loss of skill. • 'Free reading' will be an activity in every guided reading session. • Teachers will read daily to children. • Additional reading sessions planned and delivered where necessary. • Teacher is accountable for this and keeps relevant records.
Finance	£1935
Staff lead	AB
Timing	Daily
Expected impact	<ul style="list-style-type: none"> • Reading skills will be embedded which will improve fluency, comprehension and inference skills. • Behaviour for learning in reading session is strong. • Regularity of reading reestablished. • Those at risk of falling behind are identified through quality first teaching and capacity for prompt and reactive intervention given. • There is a further increase in the proportion and consistency of effective quality first teaching and learning across the school.

Area to Address	Foundation The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Despite the limitations placed on schools in terms of use of physical resources and the sharing of them.
Action / Approach	Additional time for teachers to research and plan foundation subjects. Release time and additional cover will be required to facilitate the additional PPA
Finance	£480 - (Each class gets an afternoon)
Staff lead	SLT
Timing	Spring
Expected impact	<ul style="list-style-type: none"> • Children will be fully caught up and on track within 2 years, however we are hoping this would be within a year. • Children will be effective learners who make links between experience, preexisting knowledge and new learning.



Area to Address	Transition support Children who are joining school from different settings or who are beginning their schooling with Moss Lane have an opportunity to become familiar and confident with the setting before they arrive.
Action / Approach	<ul style="list-style-type: none"> • A 360 interactive virtual tour of Moss Lane School put on school website and shared with all new-starters. • Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining ML.
Finance	£500
Staff lead	SLT & EYFS
Timing	Ongoing throughout year
Expected impact	<ul style="list-style-type: none"> • Positive relationships are established with families at an earlier stage. • Transition arrangements enable new starters as well as current pupils seamlessly integrate into school life as supportively as possible, developing more confidence and this in turn will mean children are more prepared to start to learn. • Plans enable more pupils and staff to return to school safely. • Strategies enable the school community to recover quickly from the impact of the pandemic and return to normal routines as soon as possible. • The wellbeing of the school community has been a priority. • School leaders have managed to maintain the school's positive and supportive culture.

2. Targeted Academic Support - Structured interventions - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading intervention

Area to Address	1:1 and small group tuition <u>1-2-1 and small group teaching for most vulnerable in phonics, reading and writing</u>
Action / Approach	<ul style="list-style-type: none"> • Identify children who will benefit from targeted interventions • Plan and deliver focused sessions which will close gaps in learning but will also help reestablish confidence in ability and the desire to succeed. • Train LSA's to what is expected in each session, give key concepts to teach each child • High quality 1-1 and small group intervention has been effective as a catchup strategy • Communication between support staff and teaching staff has enabled pupil progress to be accelerated • Identify the small group/ individuals targets are smart and recordable. • Once identified HS to lead a group to support key concepts e.g. stamina for writing, key reading skills and phonics development.
Finance	LSA already budgeted for
Staff lead	SENDco / HS
Timing	Over a term, 10 lessons starting in Spring term for each individual or group- assessed to see if additional terms are needed.
Expected impact	<ul style="list-style-type: none"> • Children who were originally below expected standard are making better than expected progress each term. • By providing catch-up interventions we expect to close the gaps in phonics, reading, writing, and progress would be good. • By using a consistent adult, good relationships will be formed which will impact on the good progress. • Training for staff around specific interventions will produce positive outcomes.

Area to Address	Intervention Programme Additional release time and training to support the delivery of targeted phonics interventions.
Action / Approach	<ul style="list-style-type: none"> • X3 Week catch up phonics sessions on key concepts for targeted child. • Identify children, get parents to commit to this. No more than 10 children in a group • Working on gaps identified
Finance	£3 sessions per week x 10 weeks - £1125
Staff lead	Class teacher
Timing	Over 1 term 10 sessions Helper to take rest of class while CT take phonic group.
Expected impact	Individuals and groups to have made the more than expected progress within the year to get them to be expected standard

3. Wider Strategies - Sustaining parental engagement - Social and emotional learning - Reinforcing behaviour routines - Breakfast clubs

Area to Address	<u>Supporting parents and carers</u> During times of self-isolation or imposed lockdown children will have increased opportunities for learning at home. Home-learning will not always require parents to remain engaged with the entirety of the activity, allowing greater independence for the children and helping maintain home working for parents. Ensuring children have access to physical resources for home based learning home learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.
Action / Approach	<ul style="list-style-type: none"> • Additional online learning resources will be purchased, such as Bug Club to support children reading at home. • Purchasing of Spelling Shed to allow provide children the opportunity for online rehearsal of spelling during home learning. • Packs of physical home learning resources prepared ready for identified children in the event of self-isolation or lockdown. • Parent Survey to allow us to support families in the most effective way we can.
Finance	Bug Club - £1500.00
Staff lead	AB & Class teacher
Timing	Spring Term
Expected impact	<ul style="list-style-type: none"> • Children will be able to access their learning like the rest of the class and be able to participate in the home learning that has been set. • Children will have a greater range and of access levelled reading books. • Home learning packs will ensure no child is left behind in their learning.

Area to Address	<p><u>Access to technology</u> Lack of technology reducing access home learning</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>
Action / Approach	<p>Surrey to purchase 9 Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.</p> <p>Staff have access lap/top / computer to take home if they don't have one</p> <p>Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</p>
Finance	£500.00
Staff lead	CB & Class teacher
Timing	End Autumn Term
Expected impact	<ul style="list-style-type: none"> • By ensuring that children have access to quality home learning resources, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in all areas. • Increased parental engagement and home learning activity. • Vulnerable pupils not identified as 'disadvantaged' supported to keep up with their peers. • Access to technology is not a barrier to learning and engagement. • Technology adds to the elements of effective learning.

Area to Address	Supporting parents and carers and re-establishing behaviour for learning.
Action / Approach	<ul style="list-style-type: none"> • Establish the expectations in the class and school of the new normal – walking up and down corridors, coming in and out of school etc. • Focus on home learning expectations and giving children opportunities to do this work in school. • Attendance and punctuality to be strictly monitored and supported with school procedures on a daily basis. • Swift and efficient routines need to be established at each stage of the phased reopening to provide staff and pupils a sense of comfort. However, some families may struggle and it is important for the school to acknowledge this and offer help where needed. • Continue the use of eschools class page as a home learning tool but also to provide work for pupils self-isolating and prepare for any additional lockdowns. • Continue to prioritise pastoral support to pupils and families. This will include a continued focus on providing regular and supportive communications with parents, especially to support attendance and engagement with learning. • Purchase a Zoom account allowing more than 100 participants
Finance	Zoom cost - £150
Staff lead	SLT, Class Teachers, LSA's & HSLW
Expected impact	<ul style="list-style-type: none"> • Children will settle back into the school routines quickly so that reduction in loss of learning time is reduced. • Absence rates are well below the national average. • School and families continue to work together. • Pastoral support impacts positively on progress as a consequence of removing barriers. • Communication systems are strong. • Children feel reconnected to the 'normal' of school and a sense of community and belonging is re-established.



Area to Address	PE Due to children being indoors and less active promoting healthy lifestyles and physical wellbeing is essential
Action / Approach	<ul style="list-style-type: none"> • Embed lifelong behaviours and positive attitudes around physical activity through a provision of an active curriculum at school and during times of home learning. • Timetables in school will see that children are participating in two PE sessions weekly. Teaching staff will plan in ample opportunity for movement breaks and physical activities. • PE lead to provide staff with access to resources – both physical and online – to ensure children participate in a purposeful active 30 minutes each day at school.
Finance	Subject lead time - £90 an afternoon
Staff lead	AB
Timing	Whole year and beyond
Expected impact	<ul style="list-style-type: none"> • Children will develop healthier life styles and this in turn will support the emotional and mental health.

Area to Address	PSHE & Wellbeing Pupils and staff are emotionally and mentally ready for the rigor of being back in school.
Action / Approach	<ul style="list-style-type: none"> • A recovery curriculum implemented and driven throughout the school during the Autumn term. This will have a mindfulness focus. • Wellbeing award- This will support much of the mental health and wellbeing Staff and pupils- to ensure all feel safe and secure being back in school. • To build on all stakeholders resilience being within school and how we move on from Covid 19.
Finance	£1500.00
Staff lead	Well-being committee
Timing	Whole year and beyond
Expected impact	<ul style="list-style-type: none"> • Children, staff and governors understand what has happened and how we move on in strength to strength to support all for the rest of lives. • Greater resilience in things we encounter. • Everyone feels valued and listened to. • Pastoral support impacts positively on progress as a consequence of removing barriers.



Other things to remember when planning

- Daily 15 mins exercise
- Focused arithmetic
- Handwriting, Spelling and grammar session each week
- All children are listened to read each week and this is recorded in reading records. By teacher or LSA. Teachers are accountable for children regularly changing books – this will be monitored.
- LSA's will work across the year group and focus on pupil progress and catch up due to school closure.
- Assessment children will be assessed using the following
 - **Sig below**- those not working within their year group and are on SEND register
 - **Below**- those working below expected levels, however do not have a separate curriculum
 - **Expected standard**- those working at the expected standard
 - **Greater Depth**- Those working above the expected level
- Children that are working at these levels will be recorded at the end of each term – it is a judgement on the terms teaching – expected standard for the Autumn term.
- When recording the data children will be one of the 4 levels. We will track the percentages at expected level and the increase of pupils at expected level.
- Extended piece of writing for each topic in Science, Creative Curriculum and RE (lesson planning should allow time for research, preparation writing and editing – just as would be expected in English)
- PPA- what will the PPA teacher teach and who or how will this be planned- quality PPA provision by experienced teachers.
- Remember that the first few weeks back in September will be off timetable and the focus for planning should be transition, well-being and Creative Curriculum Wow sessions.