

Millhouse Primary School and Nursery Catch up Strategy Statement 2020 / 2021

What is Catch-up Funding?

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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Allocation

School 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.

Millhouse Primary School and Nursery will receive £48,080,28 for the 2020/21 academic year.

Utilisation

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.

At Millhouse Primary School and Nursery we have carefully considered the areas that would most benefit from this additional funding. We have used the research from the COVID-19 Support Guide from the Education Endowment Foundation to ensure we are effectively utilising this funding. The key areas of focus are:

Morning and after school Booster Sessions: Sessions will be delivered to enable students to catch-up on learning.

Assessment: The school have purchased additional assessment resources to identify student levels and track progress.

Behaviour Coaching: Students emotional needs have increased due to the pandemic and isolation of lockdown. Extra staffing has been assigned to focus on students' emotional needs and general well-being.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

**Millhouse Primary School and Nursery
Catch up Strategy Statement 2020 / 2021**

School Overview

Number of pupils in school	650
Publish Date	September 2020 / Updated April 2021
Review Date	July 2021
Catch up Lead	Doctor Fawell - Lead Practitioner Assessment
Governor Lead	Dave Smith

Total pupil catch-up received in 2020 / 2021	£48,080
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Assessment Data

We have analysed data which allows the school to target areas of intervention, carefully monitoring and assessing impact of these interventions.

Year 6

NOR 89	Reception	Phonics Screening	KS1	December 2019	December 2020	April 2021
Reading	69 (78%)	72 (81%)	69 (78%)	53 (60%)	38 (43%)	37 (42%)
Writing	60 (67%)		60 (67%)	52 (58%)	42 (47%)	37 (42%)
Maths	62 (70%)		60 (67%)	55 (62%)	39 (44%)	36 (40%)

Year 5

NOR 83	Reception	Phonics Screening	KS1	December 2019	December 2020	April 2021
Reading	68 (82%)	70 (84%)	63 (76%)	43 (52%)	34 (41%)	35 (42%)
Writing	65 (78%)		57 (69%)	34 (41%)	13 (16%)	12 (14%)
Maths	66 (80%)		61 (73%)	48 (58%)	30 (36%)	30 (36%)

Year 4

	NOR: 87			NOR: 82		NOR: 87
	Reception	Phonics Screening	KS1	December 2019	December 2020	April 2021
Reading	66 (76%)	75 (86%)	66 (76%)	57 (70%)	42 (51%)	40 (46%)
Writing	63 (72%)		64 (74%)	23 (28%)	44 (54%)	52 (60%)
Maths	65 (75%)		68 (78%)	62 (76%)	47 (57%)	45 (52%)

Year 3

NOR 88	Reception 2017-18	Phonics Screening June 2019	KS1	December 2019	December 2020	April 2021
Reading	72 (82%)	82 (93%)		65 (74%)	43 (49%)	35 (40%)
Writing	72 (82%)		57 (65%)		23 (26%)	23 (26%)
Maths	76 (86%)		68 (77%)		45 (51%)	42 (48%)

Year 2

	NOR: 89		NOR: 84		NOR: 89
	Reception 2018-19	Phonics Screening	December 2019	December 2020	April 2021
Reading	61 (69%)		50 (60%)	15 (18%)	17 (19%)
Writing	63 (71%)		41 (49%)	14 (17%)	16 (18%)
Maths	66 (74%)		50 (60%)	26 (31%)	28 (31%)

Year 1

NOR: 85				NOR: 88	
	Reception	Phonics Screening (June 2021)	December 2019	December 2020	April 2021
Reading			66 (78%)	31 (36%)	40 (45%)
Writing			60 (71%)	19 (22%)	33 (38%)
Maths			62 (73%)	39 (46%)	43 (49%)

Reception

NOR 87	Reception Baseline September 2020	Reception Baseline Autumn 2020	April 2021
Reading	11 (13%)	59 (68%)	49 (56%)
Writing	0	49 (56%)	38 (44%)
Maths	41 (47%)	66 (76%)	73 (84%)

Key objectives for use of the catch up for 2020 /2021

To provide social, emotional and mental wellbeing support for children.

To raise standards in maths arithmetic and times tables.

To raise standards in reading (fluency & comprehension) and to address the gaps in the learning of phonics.

To improve basic skills in writing and provide more opportunities for application of these skills.

To increase the range of vocabulary used and improve children’s conversational skills.

Key Objective	Actions	Intended Impact
To provide social, emotional and mental wellbeing support for children.	Adapt PSHE / Wellbeing Curriculum to address and support needs identified from lock down and COVID related issues.	Improved pupil resilience and self-esteem. Numbers of referrals to Pupil Support Panel for COVID linked reasons, decreases.
	Identify individual emotional needs and implement effective interventions.	
To raise standards in maths arithmetic and times tables.	<u>Arithmetic</u> Daily arithmetic questions on a specific focus to target the gaps in skills. Time-limited interventions for identified children.	Children are confident and are achieving Age Related Expectations (ARE) for the 4 rules of calculation. Our aim is for all children to know all times table by the end of year 3.
	<u>Times Tables</u> Times tables should be taught/practised daily.	
To raise standards in reading (fluency & comprehension) and to address the gaps in the learning of phonics.	<u>Reading fluency</u> Identify barriers/gaps in reading fluency for those children not achieving a level 3 or 4 on our assessments. Interventions in place for those children who are not reading at level 3 or 4. Staff CPD on strategies and resources to support.	Children should have a level of reading fluency of at least level 3 by the end of the year.
	<u>Reading comprehension</u> Gaps in reading skills to be a focus of the different reading lessons. Interventions with school staff during the lesson to support those identified children. Before and after school booster sessions. Staff CPD on strategies and resources to support. Assessment materials purchased	
	<u>Phonics</u>	Diagnostic testing shows numbers of children

	<p>Gaps in application of phonics skills identified (class teaching & diagnostic testing). Interventions during lessons and after school to support identified children. Phonics teaching in Year 3 Purchase further teaching materials to support Year 3 pupils. Staff CPD to develop Year 3 teachers in delivering phonics sessions.</p>	<p>passing phonics check in Years 1, 2 and 3 is at least in line with previous school data.</p>
<p>To improve basic skills in writing and provide more opportunities for application of these skills.</p>	<p><u>Writing</u> Focus on the basic skills. Handwriting focus; ensuring letters are correctly formed, appropriately sized and spaced. Spelling focus - plugging gaps where needed (high frequency words, exception words and spelling rules/patterns that have been missed during lock down). Interventions for identified pupils during lessons / class time.</p>	<p>Children use age appropriate basic skills in writing (End of Key Stage key performance indicators). Presentation of work improves.</p>
<p>To increase the range of vocabulary used and improve children's conversational skills.</p>	<p>Vocabulary to be displayed clearly and modelled by staff. Staff CPD on what knowledge is needed prior to reading a text. NELI programme used to support. Early intervention assessments purchased for EYFS children. Speech and language support in groups or 1:1 delivered by expert colleague.</p>	<p>Children are able to hold an age appropriate conversation.</p>