

Cleobury Mortimer Primary School

Catch Up Premium Plan 2020-21

Catch-up budget 2020-21	£17840		
NOR	262	Date	November 2020
Number of pupils in need of targeted intervention		Date of review	February 2021

1. Teaching

Staff CPD	<p><i>“Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.” Education Endowment Foundation</i></p>			
	CPD / Course - Focus	Intended outcome	Number of teachers attending	Cost
PD Days	September – Mental health and Well being for staff and pupils returning to school following national lockdown	Staff will have strategies to equip them to maintain their own personal well-being and be able to plan a ‘recovery curriculum’ for children.	All staff	0

Cleobury Mortimer Primary School

CPD	Remote education – Teams teaching	To enable staff to access appropriate technology for the development of remote teaching.	12 teachers	0 (part of T&W contract)
Total cost				0

Transition Support	<p><i>“All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between primary and secondary schools where possible.” Education Endowment Foundation</i></p>			
	Support	Intended outcome	Cost calculation	Cost
Reception Transition	<p>Reception class to start school on Wednesday 2nd September prior to rest of children returning.</p> <p>Video link sent to all families along with booklet and suggestions of pre-start activities.</p> <p>Web links sent out.</p>	<p>New starters can become familiar with environment and routines without other older children in the building and staff can concentrate on new starters.</p>	Additional TA support	£200

Cleobury Mortimer Primary School

<p>KS1 Transition</p>	<p>Majority of Reception children in school by July 2020 (90%)</p> <p>Those not if have additional contact with teachers.</p> <p>Advice and links to web based support sent to all families.</p> <p>More than the usual focus on continuous provision to enable children to transition from EYFS.</p>	<p>Children transition into Year 1 well: they are confident, settled and learning.</p>	<p>No additional cost</p>	<p>0</p>
<p>KS2 Transition</p>	<p>Handover completed between staff to ensure all information was communicated effectively.</p> <p>'Recovery' curriculum planned to help with moving on and changes.</p> <p>Time given for children to settle.</p>	<p>Children transition in to KS2 successfully, settle quickly and regain confidence about being back in school.</p>	<p>No additional cost</p>	<p>0</p>
Total cost				<p>£200</p>

Cleobury Mortimer Primary School

<p>Pupil Assessment</p>	<p><i>“Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.” Education Endowment Foundation</i></p>			
	<p>Action</p>	<p>Intended outcome</p>	<p>Cost calculation</p>	<p>Cost</p>
<p>Formative Assessment</p>	<p>All classes to have baseline established by using reading, spelling and maths tests.</p> <p>Gaps in learning to be identified to aid with curriculum planning and identify those children who will need interventions.</p> <p>Use pupil progress meetings to identify pupils falling behind.</p>	<p>Assessments early in term will allow for the planning of a curriculum to address specific gaps and to plan for the term.</p> <p>Assessments will identify children and give a baseline against which to measure progress at the end of the initial ten week assessment period.</p>	<p>No additional cost</p>	<p>0</p>
<p>Summative Assessment</p>	<p>Phonics screening to take place in the Autumn term.</p> <p>Additional TA deployed from Year 1 to Year 2 to allow for intensive support, particularly for those children who have greater ‘gaps’ identified by formative assessment.</p>	<p>At least 94% of Year 2 will pass phonics test and 100% of those who did not reach the standard at the end of Year 1 (current Year 3) will achieve the standard when retested.</p>	<p>Additional TA support</p>	<p>200</p>

Cleobury Mortimer Primary School

SEN reviews	All SEND pupils to be assessed by SEND CO to establish baselines, analyse gaps and put programmes in place. SEND Co to contact all SEND parents to review progress during lockdown and assess needs.	Needs assessment to have been carried out. Accurate and updated understanding of the SEND profile within school. Teachers and Tas supported to be able to meet additional needs of complex pupils.	No additional cost	0
	Plan and deliver FFT training for all teachers.	Teachers will understand what the data is telling them about their children and be able to use outcomes to plan for future teaching and learning.		
Total cost				200

Cleobury Mortimer Primary School

2. Targeted Academic Support

Intervention programmes	<p><i>“In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.” Education Endowment Foundation</i></p>				
	Number of interventions	Number of pupils identified for catch-up support	Intervention salary costs	Intervention resources costs	Cost
All key Stage 2 classes	<p>Each year group to have two sessions per week (one English and one maths)</p> <p>Sessions to continue all year</p>	60 pupils across the key stage to receive one/two sessions in maths and reading per week.	9144	150	9294
Total cost					9294

Cleobury Mortimer Primary School

3. Wider Strategies

Supporting Parents/Carers/ Pupils/Staff	<i>“Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.” Education Endowment Foundation</i>			
	Support	Intended outcome	Cost calculation	Cost
Parental support	<p>Advice and support to enable parents to help with home reading</p> <p>Advice and support to enable parents to engage with maths curriculum</p> <p>Use School cloud to liaise with parents</p>	<p>To improve home support for learning</p> <p>To improve home support for learning</p> <p>Regular parent/teacher meetings can be held remotely</p>	Supply cover for release time to enable materials to be prepared	560
Pupil support	<p>Circle of Friends Group</p> <p>Learning Mentor groups</p>	<p>To help support those children who are struggling with friendships on return to school</p> <p>To give the children a trusted adult with whom they can spend some time and explore issues caused by social</p>	<p>350</p> <p>3500</p>	<p>350</p> <p>3500</p>

Cleobury Mortimer Primary School

		isolation and anxiety relating to COVID		
Staff support	PD Day planned for January to be used for well-being and mindfulness to recognise the considerable increased workload the current situation has imposed on staff.	To recognise the additional work and stress subsequent upon working within the present pandemic situation.	No additional cost	0
Total cost				4410

Access to technology	<p><i>“Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.” Education Endowment Foundation</i></p>			
	Strategies	Intended outcome	Cost calculation	Cost
Home learning offer	Use White Rose Hub resources to provide lessons online for those children receiving remote learning.	To enable children to access good quality learning whilst at home.	610	610

Cleobury Mortimer Primary School

Access to Technology	Purchase additional laptops so that we have some to 'lend' disadvantaged pupils if year groups need to resort to remote learning.	To enable disadvantaged learners to access remote learning offer	6x500	3000
Total Cost				3610

Overall catch-up cost (Not including National Tutoring Programme)	£17714
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