



Catch-Up Premium Plan Meir Heath Academy



Summary information					
School	Meir Heath Academy				
Academic Year	2020-21	Total Catch-Up Premium	£28,080	Number of pupils	351

Guidance

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. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' 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.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>Teaching and whole school strategies</p> <p>EEF Research</p> <p>A Learner Response System (LRS) is a classroom feedback tool. Teachers and pupils use electronic handheld devices to provide immediate feedback during lessons. Pupils can respond instantaneously to a teacher question using the device, or work through problems individually, with answers and feedback provided at a tailored speed</p> <ul style="list-style-type: none">➤ Supporting quality first teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <p>EEF Evidence indicates that one to one tuition can be effective</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time

Wider strategies

EEF Research

Using technology to teach pupils strategies they can use to monitor and manage their own learning. The impact on maths was positive: children who received the ReflectED programme made four months of additional progress in maths compared to children who did not.

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

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys, particularly in those concepts taught from April onwards. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Autumn term objectives, which were taught prior to partial closure of schools, don't have the gaps of those concepts taught during the period of home learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	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.
Reading	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 by the partial closure of schools.
Non-core	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.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting quality first teaching:</u></p> <p>To ensure that our curriculum enables us to prepare our children to be independent learners, equipped with the skills they need for the world that they will live in.</p>	<p>Provide every child with an iPad for use in every lesson to enhance learning in all subjects.</p> <p>Moving to 1:1 I pads that children will take home will significantly improve home learning provision in the event of further school closure.</p> <p style="text-align: center; color: red;">(£11,000 set up costs; £29,669 annual cost pupil iPads; £2192 adult iPads annual charge; £5552.10 maths PDF five year cost)</p>	<p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Apple Essentials completed as SLT and shared with staff • Parents informed via newsletter and updated • Training for leaders including networking with VP from Belgrave • Business Plan shared and agreed with the MAT Central Team • Infrastructure audit carried out in September • Lease agreements signed by the central finance team • Mirroring software added to leader's board for trial and early exploration • Shortage of iPad due to high demand – waiting for these to be delivered 	<p>MS/LC/AT /SS</p>	<p>Feb 21</p>
<p><u>Supporting quality first teaching:</u></p> <p>To deliver a modified curriculum offer during the Covid 19 restrictions and beyond.</p> <p>To develop systems, programmes and structures to deliver a relevant and stimulating curriculum offer and improve engagement</p> <p>To continue to work to raise standards in basic skills, RWM</p>	<p>MHA to offer in school provision to all pupils, subject to Covid 19 restrictions and in line with government guidance and local conditions and context.</p> <p>Agree with Hub Lead appropriately modified CV19 targets for improvement.</p> <p>Ensure that formative assessment and data tracking processes are used to inform planning and raise standards in the basic skills</p> <p>Core subject catch up plans shared with staff</p>	<p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Children identified via data and by class teachers who have regressed/ were not supported at home during the first lockdown • Provision for children recorded and put in place • Provision reviewed at the start of Autumn Term 2 with class teachers and phase leaders • Baseline data added using March input and then adjusted as a second 	<p>MS / LC/AT</p> <p>MS / LC/AT</p> <p>MS / LC/AT/RT</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>

<p>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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p>Where appropriate, support disadvantaged pupils with targeted additional provision</p> <p>Regularly review the curriculum offer and progress information</p> <p>RQT support</p> <p>New teacher support – school systems etc.</p> <p>Iris connect Equipment Hire and CPD (£3300)</p> <p>Continue to develop whole school approach to teaching reading based on last year’s success</p> <p>Continue to embed Maths Mastery with new online resources</p> <p>Review support staff allocation alongside intervention needs</p> <p>Staff meeting time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional Leadership time for the Curriculum Lead.</p> <p>(£2500)</p> <p>Purchase additional manipulatives for EYFS/KS1 and KS2.</p> <p>(£1000)</p>	<p>data set in September by class teachers</p> <ul style="list-style-type: none"> • End of year targets set in DCPro • Year groups identified to have been most affected are the youngest children, particularly Y1 • Y1 provision reviewed and adapted – more continuous provision and smaller group teaching • Smaller topics in Y1 and environment adapted • Full time support in one Y1 classroom based on need • Core subject catch up plans shared with all staff • Pupil Premium children provision and support is tracked individually due to insignificant numbers • Assessment plans now in place for all foundation subjects • PV and double-sided counters purchased for KS2 • Tens frames purchased for EYFS and Y1 	<p>AT</p>	<p>Oct 20</p>
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<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p>Purchase and implement the Rising Stars National Test-style Standardised Assessments in GPS and Reading. Complete termly tests and record assessments on platform to identify gaps and on DC Pro to track performance.</p> <p>Purchase Rising Star Assessments for KS2 in Reading and GPS Complete Power Maths Assessments (Already purchased) Complete half-termly tests and record assessments on Active Learn platform to identify gaps, and on DC Pro to track performance.</p> <p style="text-align: right;">(£315)</p>	<p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Rising Stars Assessments been purchased • Power Maths Assessments and online dashboard in use half termly 	<p>MS / LC/AT</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining Meir Heath Academy from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A video virtual tour of Meir Heath Academy is arranged and shared with all new-starters.</p> <p style="text-align: right;">(£350)</p> <p>Full time TAs in both EYFS classes. TA support for 'meet and greet' across KS1 and KS2</p> <p style="text-align: right;">(£11000)</p>		<p>MS/SP/EY FS staff</p> <p>MS / LC/AT</p>	<p>July – Sept 20</p> <p>Ongoing</p>
Total budgeted cost				£ 66,878.10

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programme</u></p> <p>To continue to work to raise standards in basic skills, RWM</p>	<p>Children identified by class teachers – these children to receive targeted intervention as per provision maps and reviewed each half term or sooner where appropriate.</p> <p>Ensure that formative assessment and data tracking processes are used to inform planning and raise standards in the basic skills</p> <p>Review of gaps in knowledge due to COVID19 and plans to address these areas that were covered during home learning so that teachers know where these gaps are and use this information for quality first teaching.</p>	<p>Autumn Term</p> <ul style="list-style-type: none"> Children identified via data and by class teachers who have regressed/ were not supported at home during the first lockdown Provision for children recorded and put in place Provision reviewed at the start of Autumn Term 2 with class teachers and phase leaders Baseline data added using March input and then adjusted as a second data set in September by class teachers End of year targets set in DCPro 	MS/LC/AT	July 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers and Access to technology</u></p> <p>To develop on-line learning for all pupils, building on the CV19 experience, through targeted CPD for teachers.</p>	<p>To maintain and improve the on-line learning technology offer for all children.</p> <p>To maintain regular contact with all pupils who are unable to attend school for their learning and actively promote engagement.</p>	<p>Autumn Term</p> <ul style="list-style-type: none"> Online survey for parents to see preferences when home learning Teams set up for all staff and children Remote Learning Plan agreed by COG and shared with Parents and added to the school website 	MS/AT/VR	Oct 20

<p>Children will have 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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Assistant Principal to use one leadership day each week to facilitate setting up the online platforms and arranging staff training <i>(£3000)</i></p> <p>Assistant Principal supporting online teaching when bubbles need to work from home (Ongoing as and when required)</p> <p>Additional online learning resources will be purchased, such as Active Learn and TTRS to support continuing practice of key number facts <i>£1500</i></p> <p>2-weekly home-learning paper packs are printed and ready to distribute for any child who cannot access the online learning. Data sims ordered from voda-phone ordered to help where online access is limited. <i>£100 – approx. costing as and when required.</i></p>	<ul style="list-style-type: none"> • Home Learning Page added to the school website • Online safety Policy reviewed and agreed • Online Etiquette agreed and online • Remote learning newsletter • Inset training on Teams • After October Half Term each year group uploads planning and timetable to Teams so that individual cases of isolation can access remote learning immediately. • Children trained in using teams Autumn Term 2 wk 1 • Daily feedback is provided via Teams or Year Group Email • Live Teaching has taken place following 2 bubble closures for core subjects and daily feedback via Teams • Laptop ordered (school allocation 1) • Excellent feedback from the Y4 parents re live lessons • SLT monitor remote learning access • Staff follow up with children who are not accessing Teams remote learning and offer support where necessary 	<p>AT/V R/MA T ICT support</p>	<p>Oct 20</p>
		Total budgeted cost		£4500
		Cost paid through Covid Catch-Up		£28,080
		Cost paid through school budget		£43,298.10
		Total budgeted cost		£71,378.10