

# Coronavirus (COVID-19) catch-up programme report

1. Summary information				Headteacher: Ruth Neill/Sheila Crichton	
School	Marriott Primary School		Date of review: 20.01.21	Link Governor: Jenny Barrett-Clarke	
Academic Year	2020-21	Totals catch up budget Source of Budget:	£32,240 DFE	Total tutoring budget Source of budget:	N/A
Total number of pupils	423 (F1 25)	Number of Pupil premium children	210 - 48%	Number of pupils eligible for tutoring	N/A

## Core principles:

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. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

## Payments:

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.

A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

## Use of funds

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.

To support schools to make the best use of this funding, the Education Endowment Foundation has published a [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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

### Useful weblinks to support decision making

**EEF research covid 19 support guide for schools**- <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

To further support schools to implement their catch-up plans effectively, the Education Endowment Foundation will be publishing a quick guide to implementation for 2020 to 2021 in August 2020. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

**Guidance for full opening: schools Updated 27 July 2020**- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

**Coronavirus (COVID-19) catch-up premium, DfE guidance** - <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

**EEF FAQ National tutoring programme** - <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/ntp-fags/>

**Barriers to future attainment based on baseline assessments – catch up fund**

**In-school barriers**

<b>A.</b>	Growing gaps especially for disadvantaged who have a number of barriers to learning and have missed substantial amount of schooling. Teachers need to have an accurate picture of assessment and necessary intervention to close gaps in a short space of time.
<b>B.</b>	Number of children with complex SEND, SEMH and safeguarding needs without any extra element 3 funding – lack of parental involvement.
<b>C.</b>	High number of PP who start well below age expectations.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Capacity of external agencies to support (SEMH, EP, SALT) extremely limited.
<b>E.</b>	Increased costs of support for high needs children with shrinking budgets and no special school places.
<b>F.</b>	School draws from an area of high deprivation with ever increasing number of families in crisis.

**2. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To have an accurate picture of where children are following a long period with no assessment information.	Teachers have accurate assessment information which is collected, analysed and used to inform teaching and intervention actions.
<b>B.</b>	Accelerated progress in reading, writing and maths for disadvantaged pupils who have fallen significantly behind.	Identified children are narrowing the gaps and making accelerated progress to catch up to age expected.
<b>C.</b>	Ensure children have access to high quality speaking, listening and oracy to develop language skills	Children’s speaking and listening is at age related expectation.
<b>D.</b>	Remote learning and work packs for pupils is in place to ensure children continue to make good academic progress.	Children can access remote learning digitally through Class Dojo and teams and have access to work packs to blend with online learning.
<b>E.</b>	Ensure pastoral support is in place to support families with social, emotional and mental health issues which may impact on children’s academic learning.	Team and procedures in place to deal with growing number of pastoral issues.

Specific Pastoral catch up programme	Name of intervention	Names of children requiring support and year groups	Person responsible and costs
Mental Health and Resilience Programmes	<p>Good to be me</p> <p>Drawing and Talking</p> <p>Regular sessions with child protection and CIN children</p> <p>Lego therapy</p>	Chd from FS to Y6 who are identified through teachers, family support workers, Senco, DSLs	<p>JS – Attendance Welfare Officer</p> <p>EB –Send support coordinator</p> <p>Trained TAs</p> <p>Costs – split between pupil premium funding and part catch up funding</p>

### Planned expenditure and detailed catch up fund plan

**Academic year**      **2020-21**

The three headings below enable schools to demonstrate how they are using the catch-up fund to improve education for pupils in danger of falling behind

### Quality of teaching for all

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 implementation?
<b>A</b>	Rising stars tests books	Need standardised, accurate and consistent assessments which give a clear picture of gaps in learning	Monitoring by SLT to ensure test completion and accuracy of results. Data analysed to inform school actions on catch up and influence actions to improve QFT	RN SC HT	6 weekly at pupil progress meetings

<b>A</b>	Recovery curriculum in place to focus on gaps in key basic skills (reading, writing, maths, PSHE, Marriott's Merits)	To ensure children are secure with key basic skills necessary to reach age expected.	Regular monitoring of impact and link to assessments and data. Weekly trackers to see how chd are progressing.	SLT Teachers	6 weekly at pupil progress meetings as well as in between
<b>A</b>	Consultant support Angela Kirk - focus on curriculum and closing gaps	Tailored curriculum is essential for closing gaps and accelerating learning towards age related expectations.	Monitoring by SLT Termly visit or remote support from Angela Kirk.	JC – Assistant Headteacher	July 2021
<b>B</b>	Participation with Maths Hub to improve maths teaching across the school including teaching for mastery	Coordinated by NCETM to promote high quality teaching and consistent teaching practices within the school.	Monitoring by Maths leads for quality assurance	DG/HJ	July 2021
<b>B</b>	Participation with the LA Reading Project/ KTC to improve quality first reading and phonics.	Coordinated by Local Authority	Monitoring by reading lead / Champion /English Lead	VJ ZM	Termly
<b>D</b>	Purchasing of digital equipment particularly for disadvantaged so that they can access remote learning.	Clear contingency plan in place to enable consistent and quality learning to continue in event of closures or individual pupil isolation.	Parent letter to assess need and level of digital device loan availability.	JM/CB/SC	Autumn 2020
<b>D</b>	Purchasing of paper resources and work booklets. Purchase of White Rose and Reading comprehension books.	School digital survey showed that large numbers of the schools' population do not have access to either digital devices or internet services. As such, the school will not be able to provide devices for all those in need and so paper resources will need to be available in the event of closures.  Previous surveys have showed children have limited access to books which may affect reading comprehension.	Purchasing of key workbooks and stationary to support learning and for which parents may have limited resources.  Reading comprehension Maths particularly mental arithmetic	SLT DG HT	November 2020
<b>D</b>	Internet availability	School digital survey completed.	Grant request application made to Vodafone.	CB	November 2020
<b>Total budgeted cost</b>					

Targeted support					
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 implementation?
<b>B</b>	Additional intervention for phonics, reading, writing and maths	EEF 2018 Attainment gap report. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.  Teachers best placed to meet the needs of disadvantaged through small group coaching sessions with support staff leading rest of class.	Additional release and capacity created to provide small group or 1:1 targeted in reading, writing, phonics and maths across the school.	JT	Half Termly
<b>B</b>	Oracy 21 continuation – focus on language missed during school closure.		Modelled sessions and regular monitoring by Oracy lead.	EK JG VP	Half termly
<b>B</b>	Morning groups and small group, 1:1 coaching for Y6 pupils		Overseen and planned for by teachers and Deputy Head does regular check ins.	HT	Half termly
<b>B</b>	Regular small group interventions run by teachers every afternoon in years 1-6		SLT to monitor using weekly trackers.	SLT	Half termly
<b>B</b>	Small group interventions using toe by toe, beat dyslexia, rapid readers		TAs to lead in afternoons	SLT	Half termly

<b>B</b>	Additional online maths support for home learning through White Rose maths. Purchase of workbooks for all chd.	Use available time across the day including home learning support.  Ensure consistent, planned, assessed sequences of maths learning remotely.	Ensure purchasing, implementation and usage.	Maths leads SC/JM	Termly monitoring (half termly in school closure)
<b>B</b>	Additional online reading content purchased to support range and genres of reading available CGP books purchased for every year group 1-6	Recognition of impact of lost reading miles where children do not have books at home and school may be in additional closures.	Implementation and usage.	SLT	Termly monitoring (half termly in school closure)
<b>B</b>	Application made for DFE Reception catch up programme	Recognition of impact of lost learning at the early years point, particularly basic reading, writing and maths	In line with DFE project requirements	HS Assistant Headteacher	Termly monitoring (half termly in school closure)
<b>B</b>	Forest school for year 5	Cohort identified as having greatest number of children below age related/SEMH/Complex SEND and safeguarding needs. Only one year left until secondary.  Two strands identified for this intervention: number one to release teachers and support staff one day a week to run very small coaching interventions. Number two to meet PSHE/SEMH needs using trained professionals through forest school alliance.	Tracked through SLT	SLT	Weekly monitoring
<b>Total funds available from DFE</b>					£32,240
<b>Total cost to still be finalised</b>					£0
<p><b>Catch up /Pupil premium funding will not cover the cost of all actions aimed at closing the gap to age related expectations.</b></p> <p><b>Pupil Premium funds to be used to pay for digital devices and learning materials for disadvantaged pupils.</b></p>					

Attainment and progress reports – From September 2020 as baseline judgement: A= At age related expectation B: below age related expectation E: exceeding age related expectation

<u>Year/ No of pupils</u>	<u>Sub group and number of children</u>	<u>Reading</u>			<u>Writing</u>			<u>Maths</u>		
		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>R</b>  60	All children -60	B – 62% A – 30% E – 8%	B A E	B A E	B – 71% A – 23% E – 6%	B A E	B A E	B – 61% A – 33% E – 6%	B A E	B A E
	Pupil premium 31	B – 81% A – 13% E – 6%	B A E	B A E	B – 81% A – 13% E – 6%	B A E	B A E	B – 78% A – 16% E – 6%	B A E	B A E
<b>1</b>  60	All children -60	B – 64% A – 29% E – 7%	B A E	B A E	B – 69% A – 24% E – 7%	B A E	B A E	B – 69% A – 28% E – 3%	B A E	B A E
	Pupil premium 29	B – 81% A – 13% E – 6%	B A E	B A E	B – 81% A – 13% E – 6%	B A E	B A E	B – 81% A – 13% E – 6%	B A E	B A E
<b>2</b>  58	All children -58	B – 57% A – 43% E – 0%	B A E	B A E	B – 67% A – 31% E – 2%	B A E	B A E	B – 57% A – 40% E – 3%	B A E	B A E
	Pupil premium 31	B – 65% A – 35% E – 0%	B A E	B A E	B – 75% A – 25% E – 0%	B A E	B A E	B – 62% A – 35% E – 3%	B A E	B A E



<u>Year/ No of pupils</u>	<u>Sub group and number of children</u>	<u>Reading</u>			<u>Writing</u>			<u>Maths</u>		
		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>3</b>  57	All children -57	B – 59% A – 39% E - 2%	B A E	B A E	B - 71% A – 28% E – 0%	B A E	B A E	B - 53% A – 40% E – 7%	B A E	B A E
	Pupil premium 20	B – 75% A – 25% E - 0%	B A E	B A E	B – 80% A – 20% E - 0%	B A E	B A E	B – 47% A – 49% E - 8%	B A E	B A E
<b>4</b>  59	All children -59	B – 57% A – 49% E - 8%	B A E	B A E	B – 68% A – 32% E - 0%	B A E	B A E	B – 47% A – 49% E - 8%	B A E	B A E
	Pupil premium 27	B – 78% A – 22% E - 0%	B A E	B A E	B – 85% A – 15% E - 0%	B A E	B A E	B – 70% A – 26% E - 4%	B A E	B A E
<b>5</b>  57	All children -58	B – 60% A – 40% E - 0%	B A E	B A E	B – 63% A – 37% E - 0%	B A E	B A E	B – 58% A – 42% E - 0%	B A E	B A E
	Pupil premium 31	B – 63% A – 37% E - 0%	B A E	B A E	B – 63% A – 37% E - 0%	B A E	B A E	B – 56% A – 44% E - 0%	B A E	B A E
<b>6</b>  58	All children -58	B – 41% A – 50% E - 9%	B A E	B A E	B – 55% A – 45% E - 0%	B A E	B A E	B – 40% A – 55% E - 5%	B A E	B A E
	Pupil premium 31	B – 49% A – 45% E - 6%	B A E	B A E	B – 58% A – 42% E - 0%	B A E	B A E	B – 52% A – 45% E - 3%	B A E	B A E

## Intervention overview and monitoring

Overview of each class.

Year group	Boys	Girls	Disadvantaged	SEND	EAL	Intervention
R	27	33	31	6	19	<ul style="list-style-type: none"> <li>• Fun Time</li> <li>• KTC phonics and shared/guided reading and writing</li> <li>• Rapid readers</li> <li>• Beat Dyslexia</li> <li>• Maths same day intervention</li> <li>• Lego therapy</li> <li>• Drawing and talking</li> <li>• Language for thinking</li> <li>• Oracy 21</li> <li>• Nurture lunch and afternoons</li> <li>• Forest school</li> <li>• Speech and language cooking sessions</li> <li>• Reading recovery</li> </ul>
1	25	32	29	3	23	
2	26	32	31	12	21	
3	35	22	20	12	26	
4	29	30	27	9	24	
5	24	33	27	17	23	
6	28	30	31	9	27	