



Mawnan C of E VA Primary School Catch-Up Premium Plan September 2020

Summary information					
School	Mawnan C of E VA Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£	Number of pupils	131
First installment:	£2620	Second installment:	£3493	Third installment:	£4365

Guidance	
<p>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.</p> <p>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.</p> <p>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.</p>	
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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

1 Teaching

Improve outcomes for all children by delivering exemplary quality first teaching and a broad and engaging curriculum.

SIP 20/21 considers our recovery journey and our firm commitment to develop our curriculum and our provision so that our vision 'Growing in faith together using all the gifts God has given us' is a reality for every child who attends our school.

Remote learning policy and embed google classrooms to ensure continuity and equally of access of education for all. Chromebooks for all of KS2.

Continue to develop metacognition and the quality of teacher modelling and instruction (Rosenshine).
Regular staff CPD on mental health, welling and safeguarding.

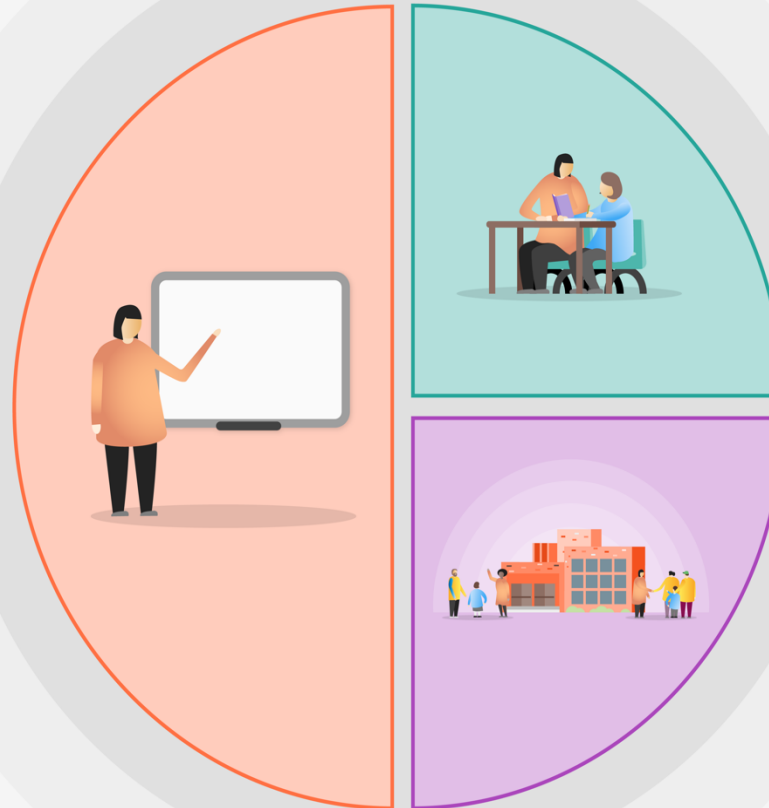
Through formative, summative assessments and observations identify barriers and gaps in learning then set targets, focus on these areas and monitor pupil progress.

Continue to use pre-teaching and rapid intervention.

Develop bespoke interventions, which overcome identified barriers to learning.

Development of teacher subject knowledge through Mathshub, I See Maths and Let's think in English

Continue to develop a broad and engaging curriculum through regular key stage curriculum planning and development meetings.



2 Targeted academic support

Our catch up programme is planned and implemented to promote engagement and progress.

Provide children with learning when they are self-isolating and when a bubble closes.

Teacher and HLTA le-led targeted small group teaching for identified children.

Teaching Assistants are effectively deployed to supplement and enhance high quality teaching.

Weekly access to play therapy.

Regular progress reviews.

Design a program of remote intervention for bubble closures and potential lockdowns.

3 Wider strategies

Promote engagement for all, identify barriers and source solutions

Develop the remote access to the curriculum through google classrooms.

Improve attendance by providing clear messages about our safety plans.

PSHE curriculum responds to children's' social and emotional needs and supports mental health

Strengthen pupil leadership through re-establishing the school council.

Continue to live our values and enact our positive behaviour policy.

Identified Barriers	Examples	Approaches	Desired Outcomes
Emotional resilience	Lack of independence towards learning, low self-esteem and self-belief	<ul style="list-style-type: none"> • Access to emotional first aid and mentoring • Access to play therapy • Planned opportunities for regular retrieval practice • Well sequenced and progressive curriculum • Pre-teaching • Metacognition – explicitly teaching the skills that are required to know how to improve and recognise success • Teachers/TAs to model thinking to support the children's cognitive skills 	<ul style="list-style-type: none"> • Children can positively and actively engage in learning through asking and answering questions and completing challenging tasks • Children can articulate when and how they have been successful • Children take pride in their learning, strive to be even better and enjoy the satisfaction of learning
Gaps in knowledge	Children not fully understanding the teaching of new material and therefore not progressing to the more complex thinking within a lesson	<ul style="list-style-type: none"> • Assessment of gaps in knowledge, vocabulary, fluency or skills • Pre-teaching • Targeted intervention • Clear modelling and instruction, purposeful questioning and practice • An engaging curriculum 	<ul style="list-style-type: none"> • Gaps are identified and closed. • Children understand the context of lessons and how they link to prior learning • Children actively and confidently engage in all lessons and can articulate what they are learning and how • Children achieve in line with their peers
Speech language and vocabulary skills	Children lack the ability articulate their thoughts, feeling, concepts and knowledge.	<ul style="list-style-type: none"> • Let's think in English, talk 4 writing and the write stuff approach to teaching writing • Opportunities for verbal reasoning in all subjects • Oracy is modelled through the school and children have regular opportunities for think-pair-share and public speaking • Children read aloud and engage in whole class guided reading • Vocabulary is explicitly taught 	<ul style="list-style-type: none"> • Children talk in full sentences embedded teir 2 vocabulary to make themselves understood • Children can confidently contribute to groups and class discussions and articulate their learning • Children understand the vocabulary in their class texts