



Mercenfeld Primary School



Summary information

Version 2 Updated February 2020

Academic Year	2020-21	Total Catch-Up Premium	£ 25,760	Number of pupils	Funding based on 322 Currently on role 305
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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

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 (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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

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



Identified impact of lockdown and response

- Standards and expectations were not high enough in certain year groups at Mercenfeld before Lockdown started – see data for March 2020
- Consistent quality first teaching wasn't evident in all year groups across the school before Lockdown started – see Notes of Visit from Bradgate Education Partnership Lead Practitioners
- There are therefore significant gaps in learning for cohorts, groups and individuals that need to be addressed not just because of Lockdown.

Maths	<ul style="list-style-type: none">• September PiXL Autumn Transition Package carried out to identify gaps specific to cohorts, groups and individuals – See PiXL documents• Planning altered to meet these gaps and linked to previous term's objectives to help children catch up.• Support offered to staff in assessment, sequence of learning and stretch of more able children to reduce low level disruptive behaviour• Age appropriate curriculum being offered again after October half term• November PiXL tests identifying gaps in learning and planning response. Comparison of data against all other PiXL schools.
GPS	<ul style="list-style-type: none">• September PiXL Autumn Transition Package carried out to identify gaps specific to cohorts, groups and individuals – See PiXL documents• Planning altered to meet these gaps and linked to previous term's objectives to help children catch up.• Support offered to staff in assessment, sequence of learning and stretch of more able children to reduce low level disruptive behaviour• Age appropriate curriculum being offered again after October half term• November PiXL tests identifying gaps in learning and planning response. Comparison of data against all other PiXL schools.
Writing	<ul style="list-style-type: none">• Cold and Hot Writes identified gaps in learning and teaching as a response – see teachers planning• Spelling was identified as a key area of weakness across the whole school• Stamina and resilience for writing at length was also a key area to develop.
Reading	<ul style="list-style-type: none">• September PiXL Autumn Transition Package carried out to identify gaps specific to cohorts, groups and individuals – See PiXL documents• Planning altered to meet these gaps and linked to previous term's objectives to help children catch up.• Support offered to staff in assessment, sequence of learning and stretch of more able children to reduce low level disruptive behaviour• Significant number of EYFS/KS1 books not returned after Lock down as these were lent out to children.• Age appropriate curriculum being offered again after October half term
Non-core	<ul style="list-style-type: none">• This was continued to be offered during Lock down.• Cornerstones curriculum was first implemented in academic year 2019/2020. This was re-assessed at the beginning of this academic year to ensure breadth of subject coverage and how all units fitted together within subject skill development.• As EYFS/Y1 were to be taught together this was redeveloped to provide a Y1 base with development of EYFS core skills through a book based topic with clear curriculum drivers and enhancers.



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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>'Find the Gap, Plug the Gap' For gaps in learning to be forensically identified, planning and quality first teaching to reflect this and children to able to show in future assessments that this learning is now solid.</p>	<p>PiXL Primary Wise package</p> <ul style="list-style-type: none"> • Termly testing and analysis of results • Use of resources to aid whole class teaching, group and individual approaches • Careful analysis of impact of PiXL across whole school, use by staff, impact on cohorts, groups and individuals. • Provide training for all staff on PiXL throughout the year. This to be whole school initially and then bespoke for year groups and individuals • Comparison of how Mercenfeld does against all other PiXL schools in each year group. Identify strengths as well as gaps for school. Co-ordinators to look for trends across whole school for CPD for individuals, groups or whole staff. • Creation of new SLT role for academic year – PiXL Lead TLR3 • Same process as above to be carried out upon children's return but also using the information gained throughout assessment of work during Remote Learning in Lockdown3 • Horsforth Quadrant to be completed for all children upon their return and PiXL resources to be tailored to individuals, groups and whole classes as appropriate linked to this. Effort and resilience to be focused upon to enable all children to achieve their full potential. 	<p>£1350.00 <i>Half cost of package as other half paid for by BEP</i></p> <p>£3296.71</p>	<p>Feb Review - CC Data from test results has provided key areas for planning for whole cohorts, groups and individuals. Planning has changed in response to this as has the curriculum offered in English and Maths. It hasn't been narrowed but forensically analysed to identify key next steps in children's learning and ensure these are met. This focus has also continued during Remote Learning in Lockdown3 and small group live sessions have been offered to pinpoint specific aspects of learning. Differentiation has also been key in what children should be offered and staff have worked hard to achieve this.</p>	<p>JN CC</p>	<p>Termly</p>



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<p>For most trained and qualified staff to be able to provide interventions, Pre-Learning and Over Learning Activities</p>	<ul style="list-style-type: none"> All bubbles to have either a HLTA or Cover Supervisor based with them. This then enables them to cover classes with known staff so teachers can provide 1:1/group support for children. This to take place either within or outside the classroom. Initially until Easter. Reviewed in February and extended to end of academic year Staff were recruited within school and then a temporary LSA employed to backfill. Decision made in February to continue both roles until end of academic year. Additional recruitment of 2 LSA's for ams only to meet the needs of specific children/year groups within our basis of find the gap – plug the gap. Decision made to continue with 1 role in February until end of academic year based upon data and needs of children Additional recruitment of Cover Supervisor (with recent teaching experience) to support focus children who have found Lockdown3 challenging both in school and through Remote Learning 	<p>£1,091.40 <i>difference in LSA to Cover Supervisor till Easter.</i></p> <p>£1,028.03 <i>difference in LSA to Cover Supervisor Easter till end of academic year.</i></p> <p>£4,342.30 <i>LSA until Easter</i></p> <p>£5,734.83 <i>LSA Easter until end of academic year</i></p> <p>£6,074.93 <i>2 LSA's am only Until Easter</i></p> <p>£3,461.00 <i>1 LSA am only Easter until end of academic year</i></p> <p>£4,854.24 <i>Cover supervisor 2 days a week January – end of academic year</i></p>	<p>Feb Review - CC</p> <p>All bubbles having own cover made a significant impact on the quality of support offered when teachers were out of classrooms. Routines and the same high expectations of learning were maintained. Teachers could focus on specific children within class due to other staff providing whole class support of a high standard.</p> <p>Decision made to use funding to continue to end of academic year due to the success and impact seen within all bubbles. Temporary member of staff started in December due to notice period.</p> <p>Recruitment took place in October and staff started in November. Internal recruitment taking place for 1 position currently.</p>	<p>CC</p>	<p>Easter 2021</p>
<p>Total budgeted cost</p>					<p>£31,233.44</p>



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ii. Targeted approaches					
Desired outcome	Chosen action/approach		Impact (once reviewed)	Staff lead	Review date?
Raise standards of HAP children within Y4	Afternoon sessions with groups of children Aut 2 with Part time teacher based in bubble with a particular focus on writing	£3,076.71	Y4 HAP data has increased with marginal children moving up in December data drop – see data analysis	RN	Christmas
To increase phonic and reading skills within EYFS/Y1	Purchase of reading books for EYFS/Y1 children to replace stock damaged or not returned during Lockdown in Spring/Summer 2020	£1,528.30 £293.70	Variety of reading material for EYFS/Y1 and Y2 children. Reading data is improving in EYFS/Y1 and Y2– see data analysis	NC/ YM	Easter 2021
To continue to develop Reading Skills throughout the whole school To provide children with the ability to have access to a wide range of reading material during Remote Learning	Purchase Big Cats Collins online package. This will support Reading during Lockdown3 as children have access to over 1,000 titles. It also has sections which support phonic development in the books available. Introduced at end of January	£999.00		LW	Easter 2021
				Total budgeted cost	£5,897.71



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iii. Wider Strategies					
Desired outcome	Chosen action/approach		Impact (once reviewed)	Staff lead	Review date?
Raise availability for children to access ICT for both Remote Learning and on-site learning	<ul style="list-style-type: none"> Loans of Chrome Books to families who have no access at home 	£0.00		YM	July 2021
	<ul style="list-style-type: none"> Donations of laptops from local community. Volunteers have wiped and set up to work as Chrome Books. Volunteers have PAT tested them. These have then been shared with families that have more than 1 child at home sharing a laptop Additional PAT Testing of donated laptops 	£30.00			
	<ul style="list-style-type: none"> Purchase 27 Chrome Books Funding from Jane Avery Trust donation given considering the school can claim back VAT on purchases 	£5,174.00			
			Total budgeted cost		£ 5,204.00

Total budgeted cost	£42,335.15
Cost paid through Covid Catch-Up	£ 25,760.00
Cost paid through charitable donations	£5,174.00
Cost paid through school budget	£ 11,401.15