

Catch-up premium Monitoring Report 2020-21



COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	300	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget	£24,000
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STRATEGY STATEMENT

MPS are committed to ensuring that all children receive a rich and diverse learning experience and that the planned curriculum is reactive to the needs of pupils to facilitate them in reaching age related expectations by the end of the year. Teaching is the most important lever for effective learning and progress.

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure that pupils receive necessary emotional support to continue to build their resilience and strategies to address current and future challenges
- MPS curriculum is robustly planned to ensure a smooth transition for pupils who are required to isolate or in the event of a year group or school closure

ADDITIONAL INFORMATION

- Assessments have highlighted the greater negative impact on writing that lockdown has had
- Pupils are happy to return to school and are engaged in their learning
- Attendance is high by comparison to others, 96%. However there are a small number of pupils where parental anxiety is inhibiting attendance and therefore progress of the child
- Parents have been supportive of systems, procedures and provision. Use of Dojo and MySchoolApp is excellent and a first port of call for almost all parents
- In July, R, Y1, Y2, Y4 returned to school full time - attendance at 94%. Y3 & Y5 attended teacher led weekly face to face sessions, 2.5 hours in groups of 4

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lost teaching time for all pupils
B	Vulnerable families demonstrating limited engagement with tasks and activities set during lockdown

C	Learning behaviours and stamina for learning has been negatively affected by prolonged absence
D	Impact on writing and expectations for extended skills and natural application throughout the curriculum
ADDITIONAL BARRIERS	
External barriers:	
E	Parental anxiety resulting in poor attendance for a small group of pupils
F	Pupil anxiety and resilience as the impact of Covid-19 is continued over time
G	Limitation on the ease of social and emotional skills

Planned expenditure for current academic year

Quality of teaching for all				
Objective	Action/s	Monitoring	Staff	Impact/Outcomes
1.1 Small class teaching in Y5/6	a. 4 teachers for 86 pupils (20 pupils per class) for English and Maths (+3) b. TA's deployed to support SEN pupils to ensure progress from starting points is maintained (+4)	Moderation of books Planning sampling Data monitoring & Pupil Progress meetings	SLT HT Subject Leaders	
1.2 Inquiry curriculum is high profile in all year groups to ensure reengagement with positive learning experiences	a. Planning of units ensures that activities are varied and relevant (+5) b. Collaborative learning strategies are a key element of planned activities (+5) c. Curriculum webs and termly expectations shared with parents (+) d. Digital options should be researched by teams to support the curriculum	Planning sampling Lesson observations Digital platforms to be monitored for information and engagement	Head of School	
1.3 Develop a mastery approach across the curriculum.	a. All teachers to use the principles of responsive teaching (+5) b. During PPA teams should reflect on the core knowledge required and how this will be developed to meet age related expectations. (+5)	Planning sampling Lesson observations SLT reports from Key stage meetings	DHTs Head of School	
			Total budgeted cost:	£12,000

Targeted support

Objective	Action/s	Monitoring	Staff	Impact/Outcomes
2.1 Ensure that Year 2 receive sufficient support to prepare them for Y3 in Sept.	<ul style="list-style-type: none"> a. Contract additional support hours to facilitate small group teaching and targeted interventions b. Review attainment of groups to ensure that support is provided where needed 	Interventions to be monitored	SENCo DHT	
2.2 Social and emotional provision in Fs2 supports the needs of new intake	<ul style="list-style-type: none"> a. Planning addresses the 'school readiness' gap b. Additional support hours are contracted to facilitate the provision of targeted interventions c. teacher identify pupils who would benefit from intensive teaching and development Language Lead to support all staff with effective provision including use of NELI resources	Pupils progress meetings Observations of pupils Learning Journey evidence	EYFS Lead	
Total budgeted cost:				£6,792
Other Approaches				
Objective	Action/s	Monitoring	Staff	Impact/Outcomes
3.1 Introduce new systems and procedures during lunchtime to ensure a positive and safe environment.	<ul style="list-style-type: none"> a. Contract additional cleaning time during and after sittings b. Allocate MSA's to dedicated zones to ensure consistency and integrity of zones c. Contract addition support hours for kitchen to manage extended lunch 	Daily monitoring of ethos around lunchtimes Weekly meetings with teams	MK LAz SLT	
3.2 Ensure that pupils experience positive play and social interaction	<ul style="list-style-type: none"> a. Increased provision at playtimes b. Training for staff to facilitate positive play c. Interventions planned to further develop social skills d. Fs2 lead to continue with developments as the Language Lead using resources from training as well as registering for NELI (Nuffield Early Language Intervention) 	Monitoring of incidents and accidents Observations	SLT HT	
Total budgeted cost:				£4,705