

### Summary information

<b>School</b>	Maple Tree Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£18, 080	<b>Number of pupils</b>	226

### Guidance

Children 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 Year Reception through to Year 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), this 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.

At Maple Tree, this money will be used in order to:

- purchase curriculum resources and materials that support pupils to get “back on track”.
- fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.
- fund teachers to offer before and after school tuition for small group.
- investigate the NTP as an option and use the funding as a top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing “catch up” in their learning.

### Education Endowment Foundation (EEF) Recommendations

The EEF advises the following:

Teaching and whole school strategies

- High quality teaching for all
- Effective diagnostic assessment
- Focusing on professional development

Targeted approaches

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with SEND

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

## Strategy Statement

**At Maple Tree, our priorities are firmly linked to our School Development Plan which span a 2-year period as a result of the national pandemic and the lockdowns that we have had:**

- Ensure robust leadership at every level in measuring effectiveness of all aspects of teaching, learning and the curriculum
- Develop an effective curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- Re-establish behavior for learning and uphold strong values and vision whilst supporting the physical, mental and emotional health and wellbeing of pupils and staff.

**Our main priorities to reduce the impact of lockdown are:**

- To prioritise wellbeing of all on return to school following the lockdown
- Support Early Years and KS1 children in closing the attainment gap in phonics and continue to reduce the attainment gap for KS2 children in phonics
- To support children in making accelerated progress in reading, writing and maths but with a particular focus on reading which underpins the broader curriculum
- Ensure that children are not disadvantaged long term by school absence related to Covid 19 & lockdown
- To identify and deploy the most effective resources
- Monitor attendance of children to ensure they are in school to learn and that absence does not hinder catch up strategies
- To support all children with transition.

**The core approaches to support pupils in reducing the impact of missed learning:**

- Provide high quality PSHE lessons and interventions, involving external agencies where needed.
- Targeted interventions to support groups where impact of the lockdown is greatest:
  - Introduce and embed interventions such as the Nuffield Early Language Intervention in Reception.
  - Introduce phonics interventions to support pupils in both KS1 and KS2.
- Embed and cultivate the expectation of Quality First Teaching for all and develop staff pedagogy through timely CPD
  - Rosenshine's Principles
  - Reading Fluency Project
  - Maths Mastery for all
- Targeted 1:1/small group tuition
- Curriculum and interventions for core subjects
- Rigorously monitor attendance for all children to ensure learning gaps close

**The broad aims for “reducing the impact” at Maple Tree:**

- To support and monitor children's mental and physical health and wellbeing and ensure that they are supported where/when needed.
- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

## Barriers To Future Attainment

### Academic barriers:

<b>A</b>	<p><b>Identified impact of prolonged lockdown</b></p> <p><b>Reading:</b> Decrease in attainment but not as significant as writing and maths. 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 has widened. EYFS &amp; KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. Pupils will need to restart programme from March 2021.</p> <p><b>Writing:</b> Children have lost essential practising of writing skills. They have had to work particularly hard in developing fluency and poor writing stamina is as a result of lack of opportunities for sustained writing. An understanding of punctuation, spelling and grammar rules has been forgotten by a significant number of pupils. The physical development skills of children in EY have been significantly impacted on and this will have an effect on handwriting/writing skills. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown.</p> <p><b>Maths:</b> Specific content from the previous year has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. 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 and reasoning assessments through the poor application of knowledge to problem solving.</p> <p><b>Non-Core:</b> 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.</p>
<b>B</b>	<p><b>Delayed language and vocabulary skills (speaking and reading skills):</b> lack of opportunity for peer discussion and teacher modelling, less opportunity to engage with high level texts, awareness and understanding of tier 2 and tier 3 words along with opportunities to embed these within their own speaking and writing skill set.</p>
<b>C</b>	<p><b>Some children may find difficulty in settling back into school routines and may have limited levels of concentration due to COVID-19 and the lack of structured learning experiences since school closures:</b> shorter activities and no formal structure to lessons during lockdown will have had a severe impact on some of the children's ability to concentrate in lessons. This will need training to return the children to the full expectations within daily lessons. Irritation and tiredness may have an effect on the behavior for learning in the lesson which may also impact on the moral and motivation of the children to sustain concentration and complete longer tasks.</p>

## Additional Barriers

### External barriers:

<b>D</b>	<p><b>Attendance of specific groups – SEND/ Pupil Premium:</b> Children may show attachment awareness issues and as such struggle to return to school without displaying a wide range of emotions. Individual children will have specific and individual plans to encourage them to return as smoothly as possible.</p>
<b>E</b>	<p><b>Parental engagement to consolidate support outside of school:</b> Parents working full time unable to support children at home for example, or significant changes in the family household which renders families unable to support as they would normally do.</p>
<b>F</b>	<p><b>Social and Emotional difficulties:</b> Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. Some may have faced significant changes in the family during lockdown such as separation and bereavement.</p>

## Planned Expenditure For Current Academic Year

### Quality of teaching for all

Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
A B C	Embed Rosenshine's Principles to reinforce staff pedagogy and develop the tools needed for quality first teaching through timely CPD.	<p>All staff maximise opportunities for the children to learn</p> <p>Time and resources are managed efficiently in the classroom to maximise productivity and minimise wasted time (eg starts, transitions)</p> <p>Clear instructions are given so that pupils understand what they should be doing.</p> <p>Assessment opportunities are built in to evidence learning and develop knowledge and understanding.</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>Links to the EEF tiered approach for whole school strategies which can also be evidenced through their Teaching and Learning Toolkit.</p> <p>Great teaching Toolkit Evidence Review June 2020 in conjunction with Cambridge Assessment International Education</p> <p><b>Estimated Cost: £1630 (purchase of diagnostic assessments from Year 1-Year 5)</b></p>	<p>Staff training on aspects of QFT including the introduction and development and use of knowledge organisers across the year groups.</p> <p>Staff feedback</p> <p>Lesson observations</p> <p>Team meetings</p> <p>Pupil books</p> <p>Pupil Voice</p>	HT/DHT	July 2021
A C	Developing teaching for mastery– NCETM CPD with the Enigma Maths Hub	<p>Teachers adopt strategies to ensure all children access the whole curriculum.</p> <p>Teachers and children emphasise number facts, precise mathematical language and full sentences.</p> <p>Lessons develop children's fluency and reasoning together.</p> <p>Teachers plan maths lessons by mapping key mathematical concepts in a topic, then breaking them down into small steps.</p> <p>Teachers are adopting and adapting teaching for mastery principles in mixed-age classes.</p>	<p>NCETM evidence: theory-based impact evaluation.</p> <p>The categories of impact were: professional learning of teachers about mathematics, pedagogy and leadership professional practice, including planning, teaching, assessment, reflection, collaboration and scholarship school or department approaches, including practice, policy, vision and culture pupil outcomes, including attitudes, engagement, attainment and progress.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Mastery Learning (+5 months)</p> <p><b>Estimated Cost: £no cost</b></p>	<p>Learning walks</p> <p>Lesson observations</p> <p>Pupil Voice</p> <p>Staff survey</p> <p>Pupil books</p> <p>Attendance at all CPD sessions</p> <p>Feedback forms</p> <p>Pupil progress meetings</p>	Maths lead/HT	July 21

A B C	Daily whole class reading: Increase purchase of books in the EY so that children have access to books which match the phonics they are learning	The majority of children are expected to be reading at an age appropriate level.	Education Endowment Fund Teaching and Learning Toolkit: reading comprehension strategies (+6 months) of progress Ofsted Inspection Framework states that reading underpins the rest of a balanced curriculum. <b>Estimated Cost: £no cost (Accelerated Reader paid from school budget, FoMT paid for new books)</b>	Pupil Voice Learning walks Lesson observations Assessment data/AR data	English Lead	July 2021
A B C	Reading Fluency Project will help ensure children have the reading skills required to access fully the KS3 curriculum and demonstrate learning in other subjects.	Participation in the reading fluency project for Year 5 and 6 is expected to increase the number of pupils achieving the Expected Standard (EXS) in the KS2 reading test at the end of KS2.	HfL Reading research project 2018 recommended by the EEF (The trial showed average progress for PPG pupils was 29 months. The average progress for non-PPG pupils was 22 months). Education Endowment Fund Teaching and Learning Toolkit: reading comprehension strategies (+6 months) of progress <b>Estimated Cost: Cost of the project £450 Additional release time and training to support the delivery of the project £500</b>	Time will be allocated for teachers to attend the training Additional time will be arranged for the teachers to implement the project appropriately Assessment data Feedback from staff CPD sessions Pupil voice	English Lead	July 2021
A B	Vocabulary progression documents and resources used in class to ensure vocabulary is explicitly taught.	Children have appropriate vocabulary for their age and can access age appropriate texts with understanding.	EEF Oral language interventions (+5 months): explicitly extending pupils vocabulary as part of discussion around texts and reading comprehension. Education Endowment Fund Teaching and Learning Toolkit: Digital Technology (+4 months) <b>Estimated Cost: £200 Vocabulary Ninja books (Spelling Shed paid from school budget)</b>	Tier 2 and 3 lists will be shared with all staff. Vocabulary will be included on knowledge organisers Pupil books Pupil voice Assessment data Learning walk/observations	English Lead	July 2021
<b>Total budgeted cost:</b>						<b>£2780</b>

## Targeted support

Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
B C E F	Purchase WellComm complete speech and language toolkit for the EY and Primary	Enable staff to identify issues with language and communications skills in children from a very young age and to support children with strategies to improve in speech and language.	Education Endowment Fund Teaching and Learning Toolkit: Oral Language Interventions (+5 months)  <b>Estimated Cost: £840</b>	Time for SENDCo to use the diagnostic material and then disseminate to the SEND TAs. SEND support plans Pupil Voice Pupil Progress meetings	SENDCO	July 2021
A B C	<p>One to one/small group interventions:</p> <ul style="list-style-type: none"> <li>Daily 1:1 reading with targeted children (TAs employed to facilitate numbers required)</li> <li>Additional support for development of fine and gross motor skills (R – Y1)</li> <li>Daily phonics support for target individuals from Y1 –Y6</li> </ul>	<p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress.</p> <p>Children's' physical development to increase to include holding writing implements/cutting/moving around etc</p> <p>Narrow gaps of phonics knowledge for targeted pupils.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Reading Comprehension Strategies (+6 months) EIF Ofsted; 'If pupils cannot read, they will not be able to access the curriculum and will be disadvantaged for life.'</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Early Years Interventions (+5 months)</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Phonics (+4 months)</p> <p><b>Estimated Cost:</b> <b>Additional hours for TAs for small group £1600</b> <b>Additional TA for EY support £1500</b> <b>Staff to lead phonics teaching £1600 to support additional hours</b></p>	<p>Quick identification of children needing additional support on returning to school in reading, writing and maths in priority year groups initially.</p> <p>This may be phased out to other year groups in the Summer term.</p>	<p>KSL/ DHT</p> <p>EY Lead</p> <p>Phonics Lead</p>	<p>All to be reviewed in Pupil Progress meetings in the Summer term 2021</p>

A B C	To provide small group/1:1 support for Reception children for language development work using the Nuffield Early Language Intervention Scheme (EEF/DfE funded)	To improve children's spoken language skills and narrow attainment gap to ensure children are closer to reaching expected outcomes.  An improvement in vocabulary, listening and narrative skills.	Education Endowment Fund Teaching and Learning Toolkit: Early Years Interventions (+3 months) NELI children made an average of 3 ADDITIONAL months' progress in language compared to those children who did not take part.  <b>Estimated Cost: £funded scheme Increase TA hours to support NELI £1455</b>	Increase in TA hours to allow additional support for training  Ensure the teacher and TA have sufficient time to ensure the children are screened and identified.  NELI lead to monitor the project and attend the sessions  Assessment baseline	EY Lead/HT	July 2021
A B	Small group intervention and pre-teach planned weekly using TAs to support children with targeted key words  Group intervention for core areas of learning	Targeted children to make accelerated progress to close the attainment gap in core subjects.	Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4 months)  <b>Estimated Cost: Additional hours for TAs to run small group £4500</b>	Quick identification of children needing additional support on returning to school in reading, writing and maths in priority year groups initially.  This may be phased out to other year groups in the Summer term.	SENDCo /DHT	All to be reviewed in Pupil Progress meetings in the Summer term 2021
A B	To provide small group support before or after school	All identified children taking part in before or after school tuition are expected to make accelerated progress by Summer 21.	Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4 months)  <b>Estimated Cost: Teacher led small group tuition cost £200 for 8 sessions x 6 groups £1200</b>	Quick identification of children needing additional support on returning to school in reading, writing and maths in priority year groups initially.	SENDCo /DHT	All to be reviewed in Pupil Progress meetings in the Summer term 2021
<b>Total budgeted cost:</b>					<b>£12695</b>	

## Wider approaches

Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
E	Maintain effective communication with parents. Continue with Marvellous Me and weekly newsletter.	To enable parents to feel part of their child's learning experiences. Parents and carers are fully abreast of learning expectations, curriculum coverage and enrichment; their child's attainment and progress.	92% parents in our most recent parent survey (Feb 2021) stated that the communication from school was good or better.  <b>Estimated Cost: £0</b>	Embed strong links via parent/carer correspondence (e.g. website/ Marvellous Me/ telecommunication/newsletters)	HT/DHT	Ongoing, will be surveyed again in the Summer term
D E F	<ul style="list-style-type: none"> <li>Encourage PAs to return to school in the week before the official opening to rebuild face to face relationships and remind them of classroom environments.</li> <li>Work closely alongside families and update plans where children are on reduced timetables to ensure the transition back to school is smooth.</li> <li>To work with vulnerable families and focus on reducing persistent absenteeism (PA) and secure overall attendance which remains at least in line with National Average.</li> </ul>	Attendance of all children, particularly those identified as at risk of falling further behind is tracked and improves so as not to impact further on academic progress and pupil mental health.  Analyse attendance data half termly to identify patterns or individuals who show concern with their levels of attendance.	DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training.  (NEET) when they leave school." Also the following: "There is a clear link between poor attendance at school and lower academic achievement."  <b>Estimated Cost: £500 to support the most vulnerable with attendance at breakfast club/extra-curricular activities</b>	Individual children will have specific and individual plans to encourage them to return as smoothly as possible. These plans will be written in conjunction with external agencies such as Jigsaw where relevant.  Support will be given to families from the Pupil Wellbeing worker/SENDCo to avoid crises for these families. Support may include attendance at breakfast club or taking part in extra-curricular activities.  Attendance officer will monitor attendance of all pupils and identify children who has attendance causing concern.  These children will be monitored closely and action taken when/where needed. LA EWO engaged if/when needed.  The pastoral team will meet twice a half term to discuss the needs of children and families and allocate support required.	HT/ Pastoral team	Half termly attendance meetings



<p><b>D E F</b></p>	<p>Ensure smooth transition for those starting school, between year groups and to the secondary school.</p>	<p>New pupils settle into school routines and establish relationships with staff and peers quickly. This allows for learning to begin quickly.</p> <p>Pupils who are transitioning to new schools feel supported and ready to move on, emotionally and academically. Pupils with SEN receive extra support with this.</p> <p>Pupils are able to meet their new teacher for the subsequent year. Staff share transition information effectively to allow for a smooth start in September.</p>	<p>School Transition and Adjustment Research Study funded by the Nuffield Foundation (2008): The transition from primary to secondary school is therefore an important life transition that can affect children’s attainment and wellbeing in the longer term.</p> <p><b>Estimated Cost: £0</b></p>	<p>Early Years Leader will communicate with new reception intake and arrange necessary visits.</p> <p>Key stage leaders will monitor any new starters across the school to ensure that they are welcomed and settled quickly.</p> <p>Teachers hold transition meetings in Summer term.</p> <p>UKS2 leader and Deputy Head hold transition meeting with secondary school and communicate with year 6 parents.</p> <p>Effective liaison between UKS2 Leader/Year 6 teachers and feeder secondary schools</p> <p>Transition visits/days to be organised to support Year 6 moving to secondary school.</p> <p>Classroom time to be set aside for discussion/work around moving on to secondary school.</p>	<p>DHT/ KSL</p>	<p>Half termly in KS leader meetings.</p>
<p><b>D F</b></p>	<p>Supporting pupils:</p> <ul style="list-style-type: none"> <li>•Daily Circle Times to encourage the children to speak openly about their concerns and to reestablish routines within the classroom environment.</li> <li>• Behaviour policy to reinforce school rules and supported with relationships in larger groups.</li> </ul>	<p>Children are supported to overcome any anxieties around returning to school and ensure a smooth reintegration into school life.</p> <p>Identified children are taught strategies which help them build resilience that enables them to cope with challenging situations.</p> <p>Children with sensory needs are able to cope more comfortably with their anxieties.</p>	<p>EEF/Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:</p> <p>Parental Involvement – children make +3 months progress</p> <p>Social and emotional learning – children make +4 months progress</p> <p>Behaviour Interventions – children make +4months progress</p> <p><b>Estimated Cost: £0</b></p>	<p>Wellbeing worker to have 1:1 sessions with all pupils who are flagged as a concern from the well-being survey. These are to be discussed as part of weekly welfare meeting</p> <p>Pupil Voice</p> <p>Conversations with staff</p> <p>Pastoral Team discussions</p>		

<p><b>D</b> <b>F</b></p>	<p>PE Lesson once a week with a specialist teacher Forest school activities planned for small group of EY children.</p> <p>Individual children to be offered therapy play-based/art therapy where needed.</p> <p>Kid's Club to incorporate opportunities for specific activities which support Music and the Arts as part of their holiday club. Identified children to be invited to attend.</p>	<p>Children to be able to access the outdoors and participate in regular physical exercise.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Outdoor adventure Learning (+4 months) Sports Participation (+2 months)</p> <p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes</p> <p><b>Estimated Cost: £500 for additional small group Forest Schools support</b></p> <p><b>Estimated Cost: £500 for access to play-based therapy where needed</b></p> <p><b>Estimated Cost: £500 for additional extended opportunities to use music and the arts within our Holiday Club.</b></p>	<p>PE lessons Outdoor activities School Parliament Pupil Voice Staff feedback</p>	<p>PE Lead/ DHT</p>	<p>Will be reviewed half termly.</p>
<b>Total budgeted cost:</b>						<b>£2000</b>
<b>Overall budgeted cost paid through Covid Catch-Up Funding</b>						<b>£17475</b>
<b>Remaining</b>						<b>£605</b>

## Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to reducing the impact of lockdown, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

### **DfE guidance – Coronavirus (COVID-19) catch up premium**

#### **Governors involved:**

- FGB Chair of Governors
- Curriculum Chair
- Resources Chair
- Head Teacher

#### **Committee meeting dates**

**Autumn:**      [December 2021](#)      **Spring:**      [March 2021](#)      **Summer:** [July 2021](#)

#### **Autumn summary**

#### **Spring summary**

#### **Summer summary**