

COVID-19 Catch-up funding

What is the COVID-19 catch-up funding for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding 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
- a £350 million National Tutoring Program ,which Middleton is not eligible to receive

How is the funding allocated?

School allocations will be calculated on a per pupil basis.

Mainstream schools will get £80 for each pupil in from reception to year 11 inclusive.

What is the payment schedule?

Schools will receive funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools
2. Early 2021 – based on updated pupil and place data. This 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.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

How are the funding allocations calculated?

For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. Similar to the pupil premium, schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools' baselines in calculating future years' funding allocations.

How much will Middleton receive in total?

£50,400

Breakdown of how Middleton are spending our Covid-19 catch-up funding

1) Intervention and Tutoring programs

- a) Cost of 0.3 Teacher - £13,241.47
- b) Cost of staff overtime costs – £9509.20

TOTAL £22750.67

2) Software to support learning

- a) Accelerated Reader (1 year subscription) – £5851.08
- b) Spellzone (1 year subscription) – £319.20

- c) Evidence Me (1 year subscription) – £400
- d) Purple Mash (1 year subscription) – £1100
- e) Phonics Tracker (1 year subscription) – £810
- f) TT Rockstars (1 year subscription) - £169.05

TOTAL £8649.33

3) Developing Learning Behaviours

- a) 4 Year subscription to Commando Joe's for resources and 1 year subscription for a one day visit per week from an instructor

TOTAL £19000

TOTAL £50400

Details on how Middleton are using our COVID-19 catch-up funding

There are three broad aims for "Catch Up" at Middleton Primary School:

- Children who missed large periods of time at school due to lockdown to make accelerated progress and to still reach their attainment targets based on their starting points
- Whole school attainment figures to be in line with those pre-covid (July 2019)
- Develop and embed positive learning behaviours to enable children to discover strength of character to overcome problems they may encounter throughout their life

1) Closing the Attainment Gap through a high quality intervention and tutoring program

Since fully reopening to all children in September after the sustained period of school closure from March, teachers have been constantly identifying and endeavouring to close the gaps in children's learning. The vast majority of our children, with the support of their parents, took advantage of our online learning during their enforced time at home. There are, however, some children who were not as successful and we believe it is our duty to identify and then plug those gaps and bring those children back up to where they should be.

In order to be able to do this more effectively, we have used our catch-up funding to enable us to employ a teacher, for the remainder of this academic year, whose role it is to work with individuals and small groups of children, to focus on the areas identified by the class teachers. The catch-up teacher is constantly liaising with the teaching staff and adapting her sessions to suit the needs of the individuals and small groups that she works with.

It is our intention for the groupings to be fluid and for the children only to access this targeted support when they need it. These sessions are in addition to their daily core lessons. A child may require a sequence of sessions or may only need a few sessions to close their gaps. We have already begun to roll out this catch-up program in KS2 and we intend to introduce it in KS1 in the new year.

In addition to this in-school intervention program, we are also providing 1:1 up to 1:3 tutoring out of school hours. This will take place during the Easter holidays and after school. Select children (identified from in-school data) who have fallen behind their peers will be invited to attend these sessions which will run for 10 weeks per subject (maths/reading/writing). We will begin by identifying our older pupils in Y5, who we have less time to plug gaps before they leave for

secondary school. These sessions will be delivered by our own teaching staff, paid for at an hourly overtime rate.

How will we know if the program is successful?

The class teachers have identified children who they think would benefit for both the in-school interventions and out of school hours tutoring. A baseline assessment is carried out by the catch-up teacher and the children's progress is tracked in each session. Class teachers also carefully track the progress of COVID-19 Catch-up funding their pupils termly through formal assessments in KS2. We will know if the programs are successful when the child exceeds their baseline assessment and are making suitable progress towards their end of year targets, based on their starting points. We are also monitoring the self-esteem and wellbeing of the identified children and are keen to see their confidence levels return to those pre-Covid.

2) High quality software packages to further enhance our curriculum and intervention programs

In order to support our intervention and tutoring programs, but also to enhance our curriculum provision, we will use a large chunk of the funding to pay for high quality software packages. These will improve the content of lessons, but will also provide children with a bank of online resources to access to make further progress with their learning. The added benefit of each of these is that they can also be accessed at home – perfect for homework and also online learning during bubble closures/lockdowns.

Accelerated Reader (Reading) – An online program that children can access at home and at school. Children are given access to a range of books based on their reading levels. When back in school, children will complete reading comprehension tasks to assess their understanding of what they have read.

Spellzone (SPAG/writing) – A bank of spelling games and resources that enhance our own Middleton spelling scheme. Again, can be accessed in school and at home.

Evidence Me/Seesaw (whole curriculum) – Evidence Me (for EYFS) and Seesaw (KS1 & KS2) are both programs that allow home/school communication and sharing of learning.

Purple Mash (whole curriculum) – A bedrock of our homework/online learning resources. Teachers can set tasks across the curriculum that children can access at home. Pupils can then upload the completed tasks via Purple Mash for feedback.

Phonics Tracker (EYFS/KS1 phonics/reading/spelling) – A program for our EYFS and KS1 staff to assess pupils phonics knowledge, identify gaps and then provide suggested interventions/lessons/games to help plug these gaps.

TT Rockstars (maths) – An interactive and fun resource with a range of games and challenges all linked to times tables, again can be accessed at home as well as school.

How will we know if the program is successful?

The school's own assessment and data systems can identify in short periods of time (termly or half termly) the progress made by pupils. The impact of each individual program will be assessed alongside the other interventions we are putting in to place.

3) Developing Learning Behaviours:

Since the children have returned to school after the enforced closure, we have identified a number of children that need help developing their learning behaviours to give them the resilience and strength when faced with various challenges. Starting in February, Middleton will use a portion of the Government funding to work in conjunction with Commando Joes. This company will provide a school led program which will train and resource our staff fully, to enable us to teach learning behaviours across all year groups and in addition, they will also provide an instructor (for one day per week) that will mentor and support specific children that have been identified by staff. This will be a long term investment and we fully believe that we have a duty to prepare our children fully for future life and equip them with the necessary tools to help them when facing future challenges.

How will we know if the program is successful?

For children who have been identified to work alongside the Commando Joe's mentor, we would expect to see:

- Improved attendance at school
- Accelerated progress in their learning (evidenced by end of term data)
- Increased engagement in lessons
- Increase in confidence levels
- Y6 pupils to be better prepared for moving on to secondary school