



Oldfields Hall
Middle School

COVID CATCH-UP PLAN

Catch-Up Premium Plan

Oldfields Hall Middle School



Summary Information					
School	Oldfields Hall Middle School School				
Academic year	2020-21	Total Catch-up Premium	£40k	Number of pupils	526

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 are likely to be 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	EEF Recommendations
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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 evidence to help them direct their additional funding in the most effective way.

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
- Longer term support

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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.
Writing	Children haven't necessarily missed "units" of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Pupils have found it harder to maintain writing throughout lockdown. They appear to lack stamina, speed and fluency in their writing since lockdown.
Reading	Children accessed reading during lockdown more than any other subject. 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 is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Wider Curriculum	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. The experience pupils received during lockdown in relation to foundation subjects has understandably been influenced by family experience and confidence. Some pupils undertook very interesting ICT, Art, D&T projects with a family member of great value. Pupils have also missed out on the curriculum experiences eg trips, visitors and powerful curriculum moments.

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><u>Supporting great teaching</u></p> <p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: center;">Approx £1,500</p>		HofD SF	<p>Oct 20</p> <p>Jan 21</p> <p>April 21</p>
<p><u>Teaching assessment and feedback</u></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>Introduction of Whole School writing programme to build resilience and speed in writing. £1360</p> <p>Expansion of lower age reading books in all age areas of the library to support reading catch up £1247</p> <p>Purchase of additional D&T resources to allow COVID safe practical D&T lessons. £ 250</p>		<p>...</p> <p>EK</p> <p>ET/GC</p> <p>CP</p>	<p>Oct 20</p> <p>Jan 21</p> <p>Oct 20 DEC 20</p> <p>Jan 21 March 21</p>
<p><u>Transition support</u></p> <p>Parents are provided with value information about school to allow them to make informed choices about school selection in ready for end of Y4 transition.</p> <p>Children who are joining school from different settings or who are beginning their schooling with Oldfields Hall Middle School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Our virtual open evening materials are available publicly. Additional time is made to cover the teachers so that they can have a virtual meeting with their new starter so that the child is confident in joining OHMS.</p> <p>Use of Teams or Zoom to allow OHMS staff to talk to first school pupils throughout</p> <p style="text-align: center;">£173</p>		<p>CG</p> <p>SF</p>	<p>Oct 20</p> <p>Nov 20</p> <p>March 21</p>
Total budgeted cost				£4530

ii) Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Rapid additional support available to pupils when teaching staff have identified gaps in Maths	Appoint Maths Mentor to work in the Maths department at the direction of the Head of Maths £10,000		CG/CC	Nov 20 Jan 21 March 21
<u>Intervention programme</u> Appropriate interventions, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths, skills and application of number.	Purchase TRUGS to support weaker readers Purchase Number stacks – all targeted interventions to address identified gaps. To be delivered by TA Team and selected teaching staff £712		FMc/SF/CC	Oct 20 Dec 20 Feb 21
Support in place for pupils to address gaps in knowledge or barriers to learning swiftly.	Employ additional TA on 12 month fixed term contract to support targeted interventions £ 16,000		CG/FMc	Oct 20 Dec 20 Jan 21 March 21
			Total budgeted cost	£26,712

iii) Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home learning.</p> <p>Children have access to appropriate stationery and paper based home learning if required so that all can access learning irrespective of ability of child/ parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased, such as Bug Club to support children reading at home.</p> <p style="text-align: center;">£1204</p>		FMc	Oct 20 Dec 20 March 21
	<p>Home learning paper packs are printed and ready to distribute for children. Stationery packs are to be purchased and set aside for children to take home when home learning occurs.</p> <p style="text-align: center;">£300</p>		AW	Sept 20 Dec 20
	<p>Purchase KS3 Science Home Learning books-CGP</p> <p style="text-align: center;">£1480</p>		LC	Sep 20
	<p>Purchase English IXL on line learning software</p> <p style="text-align: center;">£2005</p>		ET/TW	Oct 20
	<p>Purchase KS2 English – CGP books for all KS2 pupils</p> <p style="text-align: center;">£396</p>		ET	Oct 20
	<p>Purchase KS2 SPAG Books for all KS2 pupils</p> <p style="text-align: center;">£497</p>		ET	Oct 20
	<p>Purchase KS2/3 Maths Workbooks</p> <p style="text-align: center;">£1771</p>		CC	Oct 20
<p><u>Access to technology</u> Pupils to have access to work set on line. Purchase of tablets, SIMS as necessary to support pupils access to ICT</p> <p>Heads of Department have laptops that are equipped with webcams and allow the teachers to access school based resources from home. Teachers facilitate effective home learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase of tablets to support home learning</p> <p style="text-align: center;">£700</p> <p>Source SIM cards to allow all pupils to get access to the internet via hot spotting. FOC from Vodafone</p> <p>Heads of department to receive a laptop supplied by school to support home learning.</p> <p style="text-align: center;">£2985</p> <p>£1,500 to come from main school budget</p>		MG CG CG/MG	Oct 20 Nov 20 Nov 20 Feb 21

Additional Counselling/ Mental Health support capacity.	<p>Expand the YESS provision for the 2020-2021 academic year to provide additional support for pupils and families.</p> <p style="text-align: right;">£2052</p> <p>Teachers offered access to counselling via insurance SLA £0</p> <p>Three CPD sessions on mental health for both pupils and staff planned into the CPD schedule. £150</p>	Total budgeted cost	VJM	<p>Nov 20</p> <p>Dec 20</p> <p>Jan 21</p> <p>Jun 21</p>
Total budgeted cost				£13,540
Total budgeted cost				£ £44,782
Cost paid through Covid Catch-Up				£40,000
Cost paid through school budget				£4,782