

# Mercia School

## Covid 19 Catch-Up Premium Spending Plan 2020-21

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This policy has been approved by the Local Governing Body and has been signed by the Chair of Governors	
Approval date	January 2021
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# Mercia School

## *Covid-19 Catch Up Premium Spending Plan 2020-21*

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#### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



# Mercia School

## Catch Up Premium

### Spending and Success 2020-21

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#### 1. What is the Catch-Up Premium?

The Covid-19 pandemic has caused unprecedented damage to the academic progress and emotional wellbeing of children. It is now vital that schools do more to ensure all pupils are able to catch up in a meaningful and rapid way.

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.

Funding is based on the October 2019 census. This means we are allocated funding based on the 251 pupils we had in October 2016, rather than the 437 pupils we had on roll in October 2020. The school will be allocated £20,080 for the academic year 2020-21.

#### 2. Use of the Catch-Up Premium 2020-21

Mercia School will use this funding for specific activities to support pupils to catch up for lost teaching over the course of 2020-21, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

In terms of informing our approach to catch-up, we have used the Education Endowment Foundation's (EEF) [coronavirus \(COVID-19\) support guide for schools](#) employing evidence-based approaches to catch up for all pupils.

To implement our school catch-up plans effectively, we have also used the EEF's [school planning guide: 2020 to 2021](#).

#### 3. A tiered approach

1	Teaching	<ul style="list-style-type: none"><li>- High-quality teaching for all</li><li>- Effective diagnostic assessment</li><li>- Supporting and developing remote learning</li><li>- Focussing on professional development</li></ul>
2	Targeted academic support	<ul style="list-style-type: none"><li>- High quality one to one and small group intervention</li><li>- Academic tutoring led by school staff</li><li>- Additional support for pupils with SEND</li></ul>
3	Wider strategies	<ul style="list-style-type: none"><li>- Supporting pupils' social, emotional and behavioural needs</li><li>- Planning for effective delivery of a full curriculum</li><li>- Communicating with and supporting parents</li><li>- Insisting on attendance standards</li></ul>



# Mercia School

## *Catch Up Premium Spending and Success 2020-21*

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### **Our tiered approach – what are we doing to catch pupils up?**

#### **In-school Teaching:**

1. Our teaching model is evidence based, notably using explicit instruction outlined in Rosenshine's 'Principles of Instruction'. The catch-up premium will support further CPD in this area.
2. Weekly CPD about explicit instruction, notably when working with key worker and vulnerable pupils.
3. Adaptations to diagnostic assessment. Our assessment cycle are still in use during remote education and are working exceptionally well.

#### **Remote Teaching:**

1. CPD to support and promote clear explanations, scaffolding and feedback in remote learning lessons. Recorded lessons have been prioritised, with content proving very effective to manage an unplanned pupil or staff absence.
2. Mercia School has ensured all pupils have access to technology. Ongoing changes to technology platforms has meant regular sustained teacher professional development.
3. Our approach supports pupils to work independently. Research indicates that explicit modelling of independent learning strategies and guided practice is necessary.

**Please see our Remote Education Guidance for more information on our approach.**

#### **Targeted Academic Support:**

1. Individual one-to-one support led by a qualified teacher has been a part of our teaching approach since we opened in September 2018.
2. Targeted and fluid groupings to ensure catch-up opportunities. A new group, for instance was formed in Year 7 to support those most in need of catch up
3. Small group work in relation to mathematics and reading. These have been implemented carefully from September 2020.
4. Small group reading classes led by the English Department
5. One-to-one reading with the weakest readers, led by the SENCO and Teaching fellow for SEN.

**Read our SEND provision map for more guidance on teaching and tailored support for pupils**

#### **Wider support:**

1. Home visits to the most vulnerable pupils, in line with safety protocols
2. Continued mastery time to ensure reading levels stay high and PSHE knowledge is delivered
3. Set up a School Council to ensure pupils have a voice and feel valued
4. A clear and effective communication plan with all parents/carers – Headteacher letters, teacher phone calls, mastery tutor calls, SEND specific calls.
5. The school is open to vulnerable and key worker pupils
6. GCSE Selection support parents/carers through a prospectus and film, published on a new school website
7. Drop off/pick up events to ensure wellbeing and 'eyes on' our pupils.
8. Set up of additional communication methods so pupils and parents feel supported – remote email, safeguarding email and teacher phone calls/emails.

**See our 'Mercia School: Tackling the Pandemic' report on the school website for more information.**



# Mercia School

## Spending Plan 2020-21

Plan	Priority	Implementation Timeline							Cost (£)	Lead & Review	2018- 19 Cycle RAG			
		Jul 20	Sep 20	Nov 20	Jan 21	Mar 21	May 21	Jul 21			1	2	3	
1	The cost of numeracy based Accelerated Learning ran by the Head of Mathematics – catch-up children will all attend.	1.1	PL	Co	Im	Im	Rv	Im	Ev	£6,500	JF			
2	The cost of literacy based Accelerated Learning ran by the Accelerated Learning Lead and Head of English	1.1	PL	Co	Im	Im	Rv	Im	Ev	£8,000	JF			
3	Teacher CPD in relation to remote learning, in preparation for a national lockdown				Co	Im	Rv	Ev		£5,000	JG			

### Additional support:

1. Catch-up mathematics enrichment – an opportunity for pupils to master number bonds and other vital elements to ensure mathematical success.
2. Catch-up literacy enrichment – an opportunity to master foundational English skills and knowledge to support progress.
3. Additional TimesTable RockStars homework for catch-up eligible pupils
4. Additional NumBots homework for catch-up eligible pupils
5. All pupils are provided with a reading book. Parents read with pupils for 30 minutes every day
6. All pupils provided with a device if required
7. Additional group costs in Year 7 – new group formed in Y7 to combat clear need for catch-up
8. All lessons have reading, comprehension and writing at their heart.
9. Maths lessons are set in Y7. Y7 lower ability sets are smaller and taught by the Head of Mathematics.

### Key

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement	Ev	Evaluate <sub>5</sub>