



Coronavirus Catch-Up Grant - Reporting Tool

1. Summary information 2020/21					
	Number	Percentage		Number/£	Percentage
Academic Year	2020-2021		Total Catch-Up Grant awarded to the school	34560	100%
Pupils on roll	144		Number of pupils identified to receive personalised support through the grant	53	37%
Entitled to the PPG	53	37%	Number of pupils entitled to the Pupil premium who <u>will also</u> be receiving support through the Catch-Up Grant	53	100%

2. October 2020 attainment baseline - outcomes obtained through the Trustwide data drop using standardised assessments where appropriate																								
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP
Achieving the EYFS ELG in reading	5	1	100	100																				
Achieving the EYFS ELG in writing	5	1	100	100																				
Achieving the EYFS ELG in number	5	1	100	100																				
Meeting/exceeding EXS in reading					11	3	82	100	6	1	83	100	7	4	100	100	9	3	78	100	14	3	93	100
Meeting/exceeding EXS in writing					11	3	100	100	6	1	83	100	7	4	100	100	9	3	78	100	14	3	93	100
Meeting/exceeding EXS in maths					11	3	90	100	6	1	83	100	7	4	100	100	9	3	78	100	14	3	86	100

Meeting/exceeding EXS standards - reading, writing & maths combined					11	3	91	100	6	1	83	100	7	4	100	100	9	3	78	100	14	3	90	100
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What does the above data and further school scrutiny of progress tell us?

In primary, 19% of all pupils have made no progress in speech and language, 20% of those pupils have gone down a level
40% of pupils have stayed the same and made no progress in reading

In secondary, 19 Key Stage 3 pupils have made no progress in maths and english. In Key Stage 4 some pupils have missed teaching related to qualifications during the lockdown period.

THRIVE Data:

In Secondary 100% of pupils who have one to one THRIVE showed a decrease on their THRIVE scales ranging from -23- 4%

In Primary 100% of pupils who have one to one THRIVE made a small amount of progress on their THRIVE scales – (around 11%).

Anecdotal evidence:

During the initial lockdown some parents struggle to support their child's behaviour at home. Parents would usually rely on school to put strategies in place which are then shared with home. This was a challenge with some pupils who were not in school

During the initial lockdown some parents were unsure of how to support their children's emotional needs

Some parents struggled to understand where their children were academically in comparison to mainstream peers.

Parents rely on school for advice and guidance, how can we increase parental confidence,?



The Mendip School



Background: The COVID pandemic caused schools to close from March 20th 2020. The Mendip School remained open for children of keyworkers and those that were identified as high risk until June 1st. During this period provision shifted to a childcare model rather than specific education, however routines and activities essential to the education of our pupils continued throughout.

From June 1st we opened to all pupils, attendance was approximately 47% with 53% of parents choosing to keep their children at home. During term 6 we focused on a recovery curriculum as outlined by Barry Carpenter with a big focus on THRIVE. The whole school reopened to all pupils from September 7th. D

This had left the children and families from our community with 14 weeks of interrupted education and a gap within their learning that will need to be addressed across this and subsequent academic years.

All of the pupils at The Mendip School have an EHCP and either autism and or SLCN. Routines and predictability are very important to their successful education. Some parents struggled to support their children both academically and in terms of supporting their behaviour. The priority for September was to get all pupils back in school feeling happy and safe. To support this we focused on continuing our recovery curriculum whilst continuing to maintain the structures that support our children. We do

not want pupils to have long term effects of not having the predictability of school. We need to re build the sense of safety our children feel in school so that we can rebuild resilience.

3. The government has provided schools with a catch-up premium designed to mitigate the effects of the unique disruption of COVID 19.

Aims: The Mendip School is committed to ensuring the recovery of the education for the children within our setting. The teaching and learning team will support pupils in line the guidance on curriculum expectations for the next academic year. To ensure that the school makes the best use of the funding the senior leadership team have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.

4. Barriers to making good progress faced by pupils selected to receive support through the Coronavirus Catch-up Grant

In-school barriers *(issues to be addressed in school)*

A.	Attending school with interruption and consistency due to further COVID outbreaks
B.	All pupils will have experienced and been effected by the pandemic differently
C.	Many pupils will struggle with the reestablishment of routines and the measures in place to keep school covid secure.
D.	Reintroduction/introduction of assessments systems whilst being unable to meet face to face with key staff
E.	Ensuring EHCP provision is fully embedded when some professionals may not be working back to full capacity
F.	Staffing may be tested in pupils/staff become sick which leads to self-isolation.
G.	Parental engagement in their children education and understanding if supports in school to support and prevent challenging behaviour

External barriers *(issues which also require action outside school, such as low attendance)*

H.	Full attendance for individual children due to the nervousness of individual families
I.	The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased
J.	Parental engagement in distance learning should bubbles have to close

5. Planned coronavirus catch-up grant expenditure *(only record catch-up support that will be funded by the grant and is additional to provision/interventions already in place)*

i. Small group academic catch-up support (interventions)

Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length /	Delivered by: tutor, teacher,	No. of pupils	No. of these	Year group/s	Review date
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			duration in weeks / group size	TA, HLTA, therapist etc.	receiving this support	entitled to the PP		
Identified pupil small group interventions in English and maths to identify further gaps and teach appropriate skills.	Rising Stars PUMA PIRA MARK GAPS Purchase the above Employ teacher on supply basis to plan and deliver interventions based on needs analysis. (purchased through pupil premium) Pupils identified as having stayed the same levels will have group support	All pupils have been assessed and some have not made progress in English and maths from May 2020 to October 2020	Teacher employed three days a week initially until July 2020. Using rising starts will identify gaps and plan and teach at least one intervention per week for identified pupils using Shine. £8100	Teacher	Reading: Pri – 13 Sec – 39 Writing: Pri - 10 Sec – 42 Maths: Pri – 11 Sec - 33	24	All	End term 4 2020
All pupils will make at least one sub level of progress in communication and language	Additional speech and language support to all classes.	Data demonstrates that at least 20% of primary and 30% of secondary pupils have not made progress in communication and language.	1 day per week additional SALT in classes targeted at those pupils who have not made progress in communication and language (cost 1 day per week SALT time for the rest of the year approx £3000)	Speech and language therapist	25 individual pupils (indiv or group work)	12 – pri 41 - sec	All	End term 4
	Elkan training for teaching assistants as part of twilight training.	20 TAs in school will be trained in Elkan.	5 x twilights in term 3 for teaching assistants – also enables teaching assistants to gain a qualification. (cost £1500)	Delivered by Speech and language therapist to teaching assistants	Will impact all pupils	NA	Will impact all year groups	End term 3
Funding allocated to SMALL GROUP CATCH-UP SUPPORT								£12600

ii. Individual academic tuition / support - instruction / mentoring / online platforms / interventions etc.								
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date
All identified pupils (those highlighted in red – below EXP) will have one to one interventions in English and maths to identify further gaps and teach appropriate skills.	Rising Stars PUMA PIRA MARK GAPS Purchase the above Employ teacher on supply basis to plan and deliver interventions based on needs analysis. Pupils identified to be (RED) below expected will have one to one support	All pupils have been assessed and some have not made progress in English and maths from May 2020 to October 2020	Teacher employed three days a week initially until July 2020. Using rising starts will identify gaps and plan and teach at least one intervention per week for identified pupils using Shine. £8100	Teacher	Red pupils: Reading – 19 Writing – 23 Maths - 15	12	All	End term 4 2020
Funding allocated to INDIVIDUAL TUITION & SUPPORT								£8100
iii. Other approaches								
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date
To teaching staff to set high expectations of all pupils	Rising stars standardised assessments							

For parents to feel confident in support their children's learning at home	English and Maths lead to deliver parental training about the strategies and systems we use in school to support learning. GL (SALT) to deliver training about the importance of visual structure in school and to support learning	Consider: EEF 2011 (regularly updated) Evidence from EEF's Teaching and Learning Toolkit Ofsted Oct. 2013: Evidence from The Pupil Premium: How schools are spending the funding successfully to maximise achievement EEF June 2020: Covid-19 support guide for schools Anecdotal and Dojo feedback from parents during lockdown and distance learning as is they aren't always sure of the systems and methods we use to support learning	In terms 3 and 4, each leader to plan 1 virtual training opportunities for parents – with further opportunities if term 5 if uptake is high (6 x day supply) approx. £500	ER, AT, GL	Potential 144 To be confirmed	Potential 53	all	End term 4
For parents to feel confident in sending pupils into school. For attendance of pupils identified to have improvement in attendance.	Additional PFSA Time over year 20/21 (additional 3 days) Funding £15,000	Anecdotal evidence during the lockdown parents and feedback during home learning from some parents was that they found having their children at home during lockdown a challenge at times. Attendance is tracked and pupils who parents have anxiety around covid and being in school have been identified and attendance tracked. Evidence from cases in school is that attendance for this group decreases if Covid Scare or actual case.	In addition to school funding a full time PFSA an additional 2 days will be funded with covid catch up to specifically work with families where covid anxiety is an issue and or parents who struggled during the lockdown period. (approx. cost £12000)	PFSA	Any identified with attendance below 80%	53 of 144	all	End term 5
For parents to feel confident in supporting their child's behaviour at home	Bea Making to Deliver 'Tuning into teens twice to a group of 8 parents on each group. Parents who asked for support or who have	What is Tuning in to Kids®? Tuning in to Kids® is a suite of parenting programs that focus on the emotional connection between parents/carers and their children, from preschoolers to teens. The evidence-based programs	One 8 weeks blocks of training for parents (cost for Bea Makin to deliver £1760)	BM	Parents choose to sign up, those identified during lockdown	Available to all	all	End term 5

	EHA's will be prioritised.	have proven success in improving parenting, parent-child relationships and children's emotional competence and behavior.			will be prioritised			
Funding allocated to OTHER APPROACHES								£14260

Total cost 25950

6. Additional detail	
In this section (if required), annex or refer to additional information you have used to inform the statement above.	
Total budgeted cost	£34960 (over by £400)

Coronavirus Catch-Up Grant – Impact Review (July 2021)

1. Summary information 2020/21					
	Number	Percentage		Number/£	Percentage
Academic Year	2020-2021		Total Catch-Up Grant awarded to the school		
Pupils on roll			Number of pupils identified to receive personalised support through the grant		
Entitled to the PPG			Number of pupils entitled to the Pupil premium who <u>will also</u> be receiving support through the Catch-Up Grant		

2. July 2021 attainment summary – outcomes captured through statutory assessment processes and standardised tests as appropriate																												
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6							
	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP				
Oct 2020: Achieving the EYFS ELG in reading																												
July 2021: Meeting/exceeding the EXS in reading																												
June 2021: Meeting phonics screening threshold																												
Oct 2020: Achieving the EYFS ELG in writing																												
July 2021: Meeting/exceeding the EXS in writing																												
Oct 2020: Achieving the EYFS ELG in number																												
July 2021: Meeting/exceeding the EXS in maths																												
Oct 2020: Meeting/exceeding EXS in reading																												

July 2021: Meeting/exceeding EXS in reading																											
June 2021: Meeting the phonics screening threshold - all pupils (autumn 2020 or summer 2021)																											
Oct 2020: Meeting/exceeding EXS in writing																											
July 2021: Meeting/exceeding EXS in writing																											
Oct 2020: Meeting/exceeding EXS in maths																											
July 2021: Meeting/exceeding EXS in maths																											
Oct 2020: Meeting/exceeding EXS standards - reading, writing & maths combined																											
July 2021: Meeting/exceeding EXS standards - reading, writing & maths combined																											

3. Expenditure Review - Coronavirus Catch-up Grant

i. Small group academic catch-up support (interventions)

Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not.	Lessons learned	Cost

ii. Individual academic tuition/support - instruction / mentoring / online platforms / interventions etc.

Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not.	Lessons learned	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not.	Lessons learned	Cost

4. Summary

Chosen coronavirus strategies that had the greatest impact on outcomes for pupils (top 3):

- i.
- ii.
- iii.

What made these strategies particularly successful?

Moving forward, how will you use this learning to pupils' advantage?

Coronavirus Catch-Up Grant Income	£
Coronavirus Catch-Up Grant Expenditure	£
Balance	£