

# Malmesbury C of E Primary School

Tetbury Hill, Malmesbury, Wiltshire, SN16 9JR

*Growing together in wisdom and love; discovering life in all its fullness*



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## Catch-Up Premium Spending at Malmesbury Primary School

### Details of Funding

In July 2020, the government announced 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. The coronavirus (COVID-19) catch-up premium funding is available for all state-funded mainstream and special schools, and alternative provision.

The Education and Skills Funding Authority has published details of the [provisional allocation of the coronavirus \(COVID-19\) catch-up premium](#) and the conditions of the grant for the academic year 2020 to 2021. The first payment is worth 25% of the provisional allocation, rounded to the nearest £10.

The school has now received confirmation that our funding for the year will be £33680. This will be paid in 4 instalments across the year. The first instalment of £8420 will be paid to the school on the 8<sup>th</sup> October 2020.

The DfE has produced some guidance on how the money should be spent: [coronavirus \(COVID-19\) catch-up premium guidance](#):

*“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 and trustees should scrutinise schools’ approaches to catch-up from September, 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.*

*The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the*

*school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.”*

### **Governance**

The school governors have appointed a sub-committee of three governors to oversee the catch-up programme. The committee met with the school’s Senior Leadership team on 5<sup>th</sup> October 2020 to discuss the needs and proposed actions.

### **Identifying Needs**

At MPS, an electronic learning platform was established before lockdown and all children were trained in how to use it. This ensured very high levels of engagement with online learning and supported most children to make reasonable progress during lockdown. In addition, all children returned to school for at least a week with their teacher before the summer holiday, which gave a significant boost to their wellbeing.

However, after consultation with teaching staff, there are three areas of concern to be addressed:

- 1) There has been a general slowing of learning and a decline in independent learning skills while pupils have been at home.
- 2) Some specific children have fallen further behind than average due to a lack of parental support, poor ICT access or emotional difficulties.
- 3) Differences between year groups: i) Children in years 1 and 2 were prioritised in the partial return to school in June, receiving 5 weeks of teaching in classes of 15 or less. ii) In contrast, children in years 3 to 6 were not prioritised and only received 1 week of school. iii) Those in years 5 and especially 6 now have a limited amount of time to catch up and become ready for secondary school.

### **Actions Required**

The government has removed the requirement for coverage of the entire Foundation curriculum, so that schools can devote extra teaching time to Maths, English, and pupil wellbeing. Schools must maintain a balance of all curriculum subjects, but in less depth.

At MPS this approach has been adopted from the outset. All class teachers are responsible for catch-up teaching, assessing and planning to meet the needs of their classes and individuals within it.

Beyond this, the available catch-up premium must be used as effectively as possible to meet the areas of concern listed above.

### **Plans and Action**

#### **The National Tutoring Programme**

After lengthy discussion a number of concerns were identified about the effectiveness and suitability of employing external tutors under this system: Tutors would need support from

class teacher. If tutoring happens in school time then it crowds out teaching benefits. Question over tutors going around a number of schools and bubbles within a school. Overall, it was decided not to access this scheme but to provide for needy children within school.

#### Initial Phase Plan: October to December 2020

1. Year 6. Teachers will be released 2 afternoons a week each to teach catch-up programmes to the children in their class.
2. Year 5. An experienced class TA will spend 2 afternoons each week with children from Y5 on catch-up work.
3. Year 4. A part-time Y4 class teacher, JEs, will work an extra afternoon a week on catch-up. An HLTA from Y4 will also spend an afternoon a week on catch-up.

Work with these groups will focus on maths and English, addressing gaps which the teachers have observed, following up difficulties in-class and pre-teaching for forthcoming topics.

Work with years R-3 will not commence before Christmas.

#### Plans for 2021

All actions so far will be reviewed for effectiveness. Subject to this review:

Intensive work with year 6 will continue in order to ensure as many children as possible are secondary school ready by September.

The established measures with Years 4 and 5 will continue.

Work will commence with some children from years 1-3.

The decision not to use the national tutoring scheme will also be reviewed in January 2021.