Merrydale Catch Up Premium Funding Strategy Statement 2020

EEF Statement

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information

School	Merrydale Junior School				
Total number of pupils	362	Number of PP Pupils	103	Total Funding budget	£29,000

2. Barriers to future attainment based on rigorous assessment

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	English language development particularly for EAL pupils with no English spoken at home.
B.	Pupil gaps in learning for all groups
C.	Wellbeing concerns due to extended time out of school both personal wellbeing and inter personal skills
D.	Teacher and pupil IT subject knowledge (closing the gap/home learning)

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

E.	Access to devices and engagement for online learning – partial closures
F.	Parental ability to support with online learning – partial closures
G.	Parental engagement

3. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Use assessment to identify gaps or missed learning due to extended closures during lockdown, to enable teachers to plan subsequent lessons and targeted interventions to close the gaps	Pupils complete assessments in R,W,M, Phonics, spelling and baselines

B.	Bespoke blended learning package of teaching and interventions to ensure that Gaps in RWM will be identified and closed.	All pupils to work towards closing gaps from missed and forgotten learning due to COVID-19.
C.	A flexible approach to addressing the needs of the children due to unforeseen issues that may arise following lockdown earlier in the year. Regular meetings of Pastoral team to address any patterns of behaviour that may arise. Pastoral interventions for interpersonal skills, and a curriculum that addresses these.	Pupil wellbeing is being well supported. Pupil behaviour in school is positive and supports learning.
D.	CPD will be used to ensure that teachers are confident when using IT packages, to support blended learning and interventions.	Staff will complete Microsoft and Century training to inform teaching and learning in class, with interventions and with home learning.
E.	To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Pupils will be able to access remote learning at point of need during self-isolation or further local/national lockdowns.
F.	To use a bespoke curriculum to ensure that transition between remote and - based learning supports pupil wellbeing.	Pupils will access Bounce Back materials during transition back to school and to ensure that wellbeing is a key focus on Pupil Teams Channels

4. Planned expenditure
The three headings below enable schools to demonstrate how they are using the catch- up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use assessment to identify gaps or missed learning due to extended closures during lockdown	Effective Diagnostic Assessments for all pupils to identify gaps and impact of COVID-19. 1-1/1-2 catch up support provided. Pre teaching where relevant	To identify what learning has been forgotten and missed due to extended absence from the classroom and material that hasn't been learnt properly – EEF Guide to supporting school planning.	Staff to baseline pupils and identify gaps. Assessment data shared and then used to plan with year group team. Pupil progress meetings October Data collection Autumn 2020 Provision mapping	SLT Teachers	Half termly
CPD will be used to ensure that teachers are confident when using IT packages, to support blended learning and interventions	Targeted CPD for staff in Microsoft and Century Maths. Teachers to develop skills in TEAMS apps to use with blended learning	Training and regular support should be used to develop teacher confidence in using TEAMS and Century for use in blended learning – EEF Guide to supporting school planning.	Staff meeting time/Teacher day dedicated to Century training, Microsoft Teams. Successes and development points shared with staff. Staff training Team developed.	SLT Teachers	Autumn term, Half termly reviews

To use a bespoke curriculum to ensure that transition between remote and school- based learning supports pupil wellbeing.	Teams used as a platform for interventions, homework and in class to prepare for future lockdowns – pupils prepared for use at home by in school training	Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework and fostering independent learning – EEF tiered approach	Demonstrate new TEAMS channels for pupils and the apps to be used - monitor pupils use in school and through homework engagement	SLT Teachers	Regular homework reviews Half termly reviews at in school use of teams in learning
			Total budgeted cost		In school existing budget

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	y
Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	y
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	y
Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?	y

ii. Targeted Academic Support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Bespoke blended learning package of teaching and interventions to ensure that Gaps in RWM will be identified and closed.	Targeted curriculum ensures missed and new learning are intertwined. Online platforms used to support this. Participation in closing the gap projects	The best evidence indicates that great teaching is the most important lever schools have to improve outcomes for pupils-EEF tiered approach	Assessment based focus to set interventions and planning. Initial formative assessment used.		Half termly

A flexible approach to addressing the needs of the children due to unforeseen issues that may arise following lockdown earlier in the year. Regular meetings of Pastoral team to address any patterns of behaviour that may arise. Pastoral interventions for interpersonal skills, and a curriculum that addresses these.	Pastoral support-group interventions/1-1/drawing and talking and other relevant group activities.	Children have experienced unprecedented disruption to their education as a result of coronavirus. Those from the most vulnerable and disadvantaged backgrounds will be among the hardest hit.-Government website	Existing pastoral team will work alongside SLT particularly DHT to ensure provision. Regular review of pupils and need will occur. PHSE curriculum will be reviewed and reflect specific need for 2020 following lockdown and continuing issue of Covid.		Monthly
To ensure that pre-teaching and catch up in 1-1 and/or small groups can close the gaps in missed/forgotten learning.	Class TAs with intervention training and experience to lead on catch up interventions as planned in provision mapping.	The use of TAs to deliver high quality interventions which complement the work of the teacher is a best bet and a powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils-EEF tiered guide.			Half termly 3 x support staff £29,904 Jan-Aug 2021
				Total budgeted cost	£29,904

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	y
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	y
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	y
Are any interventions being stopped to ensure both staff and pupils have the capacity to undertake new interventions as part of their daily work?	Y
Questions to consider when planning to support pupils with SEND:	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	
How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision?	
How are supportive relationships with an adult in school developed for pupils with SEND?	

iii. Wider Strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing.	Bounce Back curriculum Pastoral Support for all vulnerable pupils	A common misconception can be that wellbeing and social emotional learning is separate from academic, curriculum-based learning. It is essential that this is focus to ensure that transition to school is smooth through potential continuing school closures - EEF tiered approach	Bounce Back planning Books monitored by SLT Pastoral support notes Use of CPOMS to record initial concerns and ongoing work	Teachers SLT Pastoral team	Weekly – staff meeting reviews Daily checks on CPOMS Half termly checks
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Parental tech support – packages created to ensure that parents are able to access online learning materials – targeted support with devices	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full-time teacher. EEF tiered approach	Parent survey to identify training needs, device requirements and ensure that they are acquired. Sessions for parents delivered by staff in a range of methods. Monitoring by SLT	Teachers SLT DSAT Team Technician	Parent surveys completed each half term
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Devices provided to support those pupils who do not have access to devices at home	The need to have required devices to be able to access learning. The EEF reports that 79% of students require a digital device for over half of the work provided by schools.	Parent/pupil survey to identify training needs, device requirements and ensure that they are acquired	Teachers SLT DSAT Team Technician	Parent/pupil surveys completed each half term
				Total budgeted cost	In school existing budget

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?	Y
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	Y
Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	Y
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	Y

Review of expenditure				
i. Teaching				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

ii. Targeted Academic Support				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

iii. Wider Approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**