



MTVS Coronavirus Catch-up Premium Plan

Information

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.

School allocations will be calculated on a per pupil basis. Mainstream schools will get £80 for each pupil in from reception to year 11 inclusive.

Using catch-up funding

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 curriculum expectations for the next academic year.

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. Alongside this, to support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

Here at MTVS we have used the evidence-based approaches as published by the EEF and planned our strategy using the school planning guide.



1 Teaching

Quality first teaching supported by evidence informed CPD for Teachers and TAs. In particular, attention is paid to the recognition of cognitive load.

Curriculum Assessment Cycle in place, to identify gaps/target children. Interventions tailored to meet the needs of the child/ren. Starting with a baseline assessment during the first few weeks of the children returning to school. Frequent on going low-stakes assessments, e.g. questioning, quizzes.

Return to school progress meetings held in KS1 & KS2 Discussion used to write MTVS recovery curriculum

Deliberate reduced workload (e.g. reduced meetings) during the first term (staff meetings recorded with relevant information emailed to staff to undertake to suit their circumstances) to aid staff wellbeing and enable high-quality responsive teaching.

Focus on English and Mathematics initially. English Pathways to writing previous year summer term units used during autumn and ongoing CPD to develop spelling in KS1 and KS2. Assertive mentoring to be used to highlight gaps in learning – main focus on number objectives, needed to proceed to current year group objectives

Reading to remain a high priority across school.

RWI phonics and spellings to continue – systematic teaching of phonics to remain the highest priority. Experienced teachers and TAs to teach phonics. Consistent assessment of phonics to be continued.

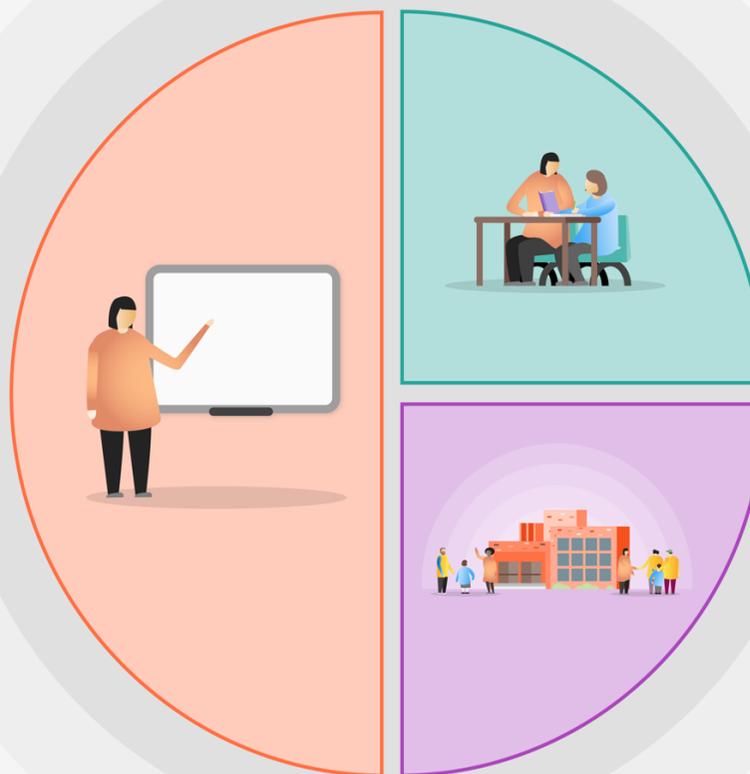
A broad and engaging curriculum– all cross curricular learning will have a high focus on maths, writing and reading recovery, throughout the school, and in additional phonics and vocabulary within EYFS and KS1 (See Recovery curriculum for phonics)

Wellbeing, mental health and online safety

PHSE sessions to be integral to planning – Jigsaw for whole class teaching. Internet safety included in half-termly planning

Google Classroom used as a platform

Teachers to receive training in Sept – homework and tasks are to be set after training to allow staff and children to become familiar and confident to use this new platform.



2 Targeted academic support

Deployment of experienced TA's in each class bubble, specialism matched to support specific children/groups

Teachers to do some 1:1 support to ensure high quality support is given with a focus on English and Maths.

Specific intervention programmes led by both Teachers and TA's (see individual class provision maps)

After school tuition for PP and target children

3 Wider strategies

ELSA sessions – two members of staff trained. Strategies used in every class by all TAs also.

Trauma training for staff and Supporting Children's Mental Health and Well-Being training. Strategies implemented with children e.g. children will be supported to be resilient learners with an opportunity to express themselves through 1:1 discussions, peer chats, drama art, music and exercise

Physical well-being remains a priority - sports clubs in class bubbles, additional sessions with sports coach.

P4C, introduction of jigsaw resilience is School!
An additional

Family support worker/Elsa trained TA to be employed to support identified children

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

MICKLE TRAFFORD VILLAGE SCHOOL

Recovery Plan & Catch up Premium – School Closure (partial & full)

1 Teaching

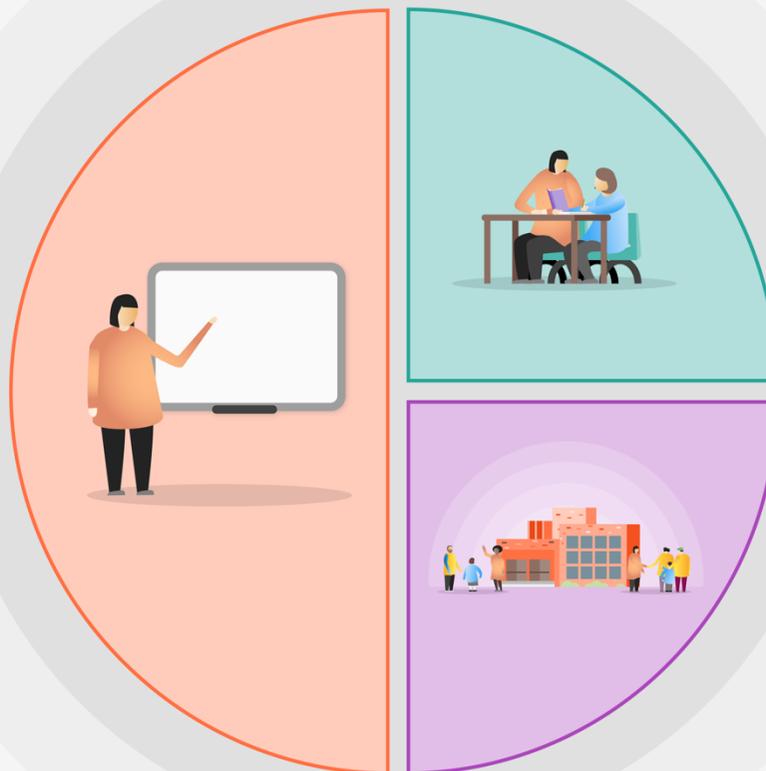
REMOTE LEARNING

Focus on English and Mathematics, but with other areas enriching children's learning (please also see remote learning offer).

A package of home learning put together ensuring we focus on English and Mathematics (phonics, reading, writing, spellings, times tables and mathematics). Home learning will be in line with our long term curriculum planning and continue to include mental health and wellbeing elements as well as online safety lessons.

Lessons away from the screen are included daily and themed weeks to enrich the curriculum offer and build coherence and community across the school are included at the end of term – E.G Chinese New Year MTVS will use Google classroom (EYFS will use Tapestry) to communicate daily via live registrations, asynchronous lessons, subject specific PowerPoint/teacher led lessons with the teacher talking over the top, explaining and scaffolding the tasks for the children and providing explanations of the answers. Tasks will focus on independent practice and short quizzes – all opportunities to embed concepts in the long-term memory.

Feedback given by class teachers via Google classroom stream and designated class emails
 Opportunities to engage with other schools are grasped – for example joining with schools across the country in the Amazing project



2 Targeted academic support

Bespoke and targeted learning packs created for specific children including those with EHCPs. Vulnerable learners will be monitored closely and additional support will be put into place e.g. accessibility to devices, paper copies, extra phone calls and emails to support learning and well-being, places offered for in school support. 1:1 lessons via google classrooms for children in receipt of IPF where required. Bespoke feedback from class teachers.

3 Wider strategies

Strong parental relationships. Communication with families and staff made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being. Phone calls/emails to families from class teachers Headteacher and SLT.
 Visits to families from HT & SLT
 HT & DHT join live registrations
 HT recorded Monday message to all children and #Hotchocolatefriday story time
 Additional food parcels outside of FSM entitlement.