



Coronavirus (COVID-19) Catch Up Premium

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). The grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. The Catch-Up Premium is £650 million worth of funding that has been allocated to schools across the country on a funding basis of £80 per pupil from Reception to Year 6. There is significant impact on pupil well-being and achievement due to the impact of the pandemic especially on lost learning, with the most vulnerable and disadvantaged being among those hardest hit. The funding aims to support schools to lessen the impact of lost learning.

At Banks St Stephen's CE Primary School, we will receive:

£12,000 for the academic year 2020-2021.

What does our baseline information tell us?

The school completed baseline assessments in reading, mathematics and spelling in late September 2020. In October 2020 class teachers assessed the children to judge whether they were achieving age related expectations in reading, writing and mathematics.

The following information helped us to decide spending priorities:

Reading, Writing and Maths in Y1-Y6

- Pupil attainment on average one term behind across the board
- Most children had not made progress from March 2020 to September 2020
- Most children had forgotten many basic number facts such as times tables and number bonds
- Standard of handwriting had declined
- No KS2 children achieved age related expectations across the board

Phonics:

- Year 2 percentage on track to pass the Phonics Screening Check had decreased from 89% in March 2020 to 41% in September 2020

EYFS:

- Baseline data indicates average attainment in reading, writing and number is approx.5% below age related expectations. EYFS has ambitious targets for number of children achieving GLD, so catch up interventions are required. Approximately half of nursery children are below age related expectations in

GENERAL WELLBEING

- Children were delighted to be back in school in September and attendance has been excellent.
- Some children are anxious and struggle to express their thoughts and feelings and this may be directly or indirectly connected to the pandemic. These anxieties can present

themselves in different ways, for example, being withdrawn or displaying attention-seeking behaviour

Spending Plan			
Target	How?	Cost?	Impact measures
Improve attainment in Communication & Language throughout the school and particularly in EYFS (Nursery and Reception). This will in turn impact on writing.	Purchase and deliver WELLCOMM (an assessment and intervention tool for communication and language)	£1000	<ul style="list-style-type: none"> Progress/attainment in writing is at least in line with national expectations (EYFS) Good or better progress/attainment in speaking for children in Years 1-6 with speech and language difficulties
Improve attainment in reading, writing and maths of targeted pupils in Y6	Implementation of National Tutoring Programme through LTA	£1500	<ul style="list-style-type: none"> Attainment and progress of targeted pupils in Y6 is at least good
Improve phonics knowledge and skills for KS1 pupils	<p>Additional phonics intervention in Y1 and Y2</p> <p>Implementation of Fast Track Phonics</p>	£3500	<ul style="list-style-type: none"> Identified pupils tracked in terms of attainment and progress Y2 children improve their attainment in phonics from 41% to close to the expected standard nationally. Target is 81% to pass phonics screening test later this term PASS RATE IS 89%! Y1 make rapid progress in phonics, so that their progress and attainment is in line with national in the June 2021 phonics screening test
Improve phonics skills for identified pupils in KS2	<p>Implementation of Bounce Back Phonics for identified pupils</p> <p>Intensive small group and one-to-one phonics practice with qualified teacher</p>	£400	<ul style="list-style-type: none"> Attainment and progress of identified pupils tracked Monitor progress in books
Monitor progress in spelling, punctuation and grammar and	Purchase of additional assessments (SPaG tests) for Y3-Y6	£300 per term for Y3-6	<ul style="list-style-type: none"> Assessments are accurate and fit for purpose Teachers can plan future lessons accordingly in order to plug gaps

identify gaps in knowledge		=£900	
Monitor progress in English and Maths in Y6 and identify gaps in knowledge (SATS test are not suitable at this point)	Additional standardised assessments in maths and English for Y6 to identify gaps in knowledge	£180	<ul style="list-style-type: none"> Assessments are accurate and fit for purpose Teachers can plan future lessons accordingly in order to plug gaps
Ensuring Pupils Continue to Access Learning			
GRT pupils are not attending school	Pupil Support Manager to support children of GRT families	£500	<ul style="list-style-type: none"> Attendance Individual pupil progress and attainment. 4 out of 5 GRT pupils (who had not attended since March 2020) returned to school in December. 2 out of 2 GRT pupils in Y2 passed their phonics screening test. Both families were provided with DfE laptops. 1 GRT child who has not attended school since March 2020 has left the area and we were advised to take him off roll. w/c March 8th, all 4 GRT children are attending school
Well regarded publications will supplement worksheets provided by teachers	Purchase of materials to support home learning e.g. CGP booklets	£500	<ul style="list-style-type: none"> All children have equal opportunities to learn from home
DfE additional digital devices will not be sufficient to provide for all children	Purchase of digital devices for children working from home	£2000	<ul style="list-style-type: none"> All children have equal opportunities to learn from home
Improve Well-Being of Identified Pupils			
Improve confidence/reduce anxiety for targeted children	Purchase of Confident Me materials + CPD	£500	<ul style="list-style-type: none"> Attainment and progress of targeted children improve
	Training for TA in Lego Therapy. Implementation of the Lego Therapy programme for groups of children with communication difficulties	£1000	
Total Expenditure		£11,980	

Review:

This a dynamic plan and we will spend according to need. The impact of the strategy will be evaluated and reviewed by senior leaders and governors following these assessment periods:

Dec 2020 : When school re-opens fully, the same supply teacher (if possible) will be employed one or two days a week to plug gaps. The number of devices was sufficient so £2000 was saved.

March 2021: School re-opened fully on March 8th and the same supply teacher is available and has been asked to work 2 days a week in Y1 and Y2 to assist the children with reading and phonics. Three new children have joined Y1 and 2 and this has provided additional challenges. The cost of this extra teacher 2 days a week is £167 per day (£5010 from w/c March 8th until the end of term). I understand there will be an increase from central government of approximately £6000 of additional money to the Covid Catch Up Fund and I await confirmation of this from the school's finance officer. The impact of the extra support (in addition to excellent quality first teaching from the Y1 and Y2 teachers and teaching assistants) in Autumn term 2020 in Y1 and 2 was very great. The measurable impact was the number of children in Y2 passing their phonics screening test (rising from 41% in September 2020 to 89% in December 2020). The screening test was conducted under strict test conditions in the usual way. 24 out of 27 children passed and the 3 children who did not pass made considerable improvements and will receive ongoing support to help them improve their early reading skills.

Next review: June 2021

Mrs Owen
Headteacher
November 2020