



Seven Stars Primary School

Catch-up Funding Strategy (COVID-19)

Background introduction

Covid-19 has impacted all of our lives and it continues to disrupt the normal educational progress of all our pupils. There are many positive stories coming from lockdown and we need to celebrate these with our young children.

However, we also need to be aware that many pupils have not been in school for a large proportion of the time since March 2020 and should not underestimate the impact that this will have had on both their education, emotional wellbeing and readiness to learn.

Many of our children received home schooling during the first lockdown (March to July) and the school provided lessons through paper packs (where needed), Class Dojo (the home learning online platform), and other educational links and resources such as Purple Mash, Timestables Rockstars, Twinkl, and NumBots as well as various links to Lancashire schemes, materials and resources.

On their return in September Seven Stars School implemented a number of strategies and interventions to support all children to make progress and try to address key gaps in learning as a result of the lockdown, missed educational opportunities and lack of transition opportunities for all pupils (especially difficult for those moving phases).

Now that we are in a second national lockdown we are continuing to support those children still coming in to school as well as the vast majority who are once again learning from home.

We have sought increased devices (many of our families are disadvantaged with limited access to enough devices) and have moved to a very tight timetabled curriculum using Class Dojo as the key learning platform with high quality sequenced activities delivered through learning links, videos and activities that are appropriate to the age and stage of the pupils in each cohort.

However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time.

Seven Stars Primary school serves a catchment that is above the national average in terms of deprivation and some families have struggled to engage with the home learning especially as the weeks of lockdown have continued.

Bereavement and anxieties about catching the virus is an on-going worry and supporting families with their mental, emotional and financial well-being during this time remains a focus.

Attendance has clearly been affected during this time both during the initial lockdown period (March to July), throughout the re-opening of school from September to December with a number of disruptions due to class bubbles, staff and families self-isolating and now with the second national lockdown from 5th January.

We based our return to school around a 'REACH for the Stars' recovery approach with a focus on **R**elationships, **E**ngagement, **A**chievement, **C**onfidence and **H**ope and continued to implement our Open Doors Curriculum. We focused on PSHE and mental well-being activities for pupils, many of whom returned at challenging levels of engagement, participation, concentration, tolerance and confidence.

Our initial 'catch-up' activities were based around in-school intervention support and this will continue to be the case once children return from the second national lockdown. Our current strategy is to provide high quality home learning as stated above and to continue with the in-school intervention and support when the children eventually return to Seven Stars face to face learning.

Funding allocation (Mainstream Schools)

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Schools' allocations has been calculated on a per pupil basis, providing a total of £80 for each pupil in years Reception through to Year 6 (and to Year 11 beyond the Primary school phase).

Payments

This funding is being provided in 3 tranches. An initial part payment arrived in Autumn 2020. A second grant payment in early 2021, based on updated pupil and place data (For mainstream schools the 4 to 15 pupil headcount from the October 2020 census is being used)

The second grant payment will also take account of the initial part payment made in Autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the Summer term 2021.

Though funding has been calculated on a per pupil basis, schools have been advised to use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As 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.

Use of funds

The DfE have stated that schools should use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have been told we have the flexibility to spend funding in the best way for our cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the 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, including school 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. **(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 19/11/2020)**

This document will be agreed with Senior Leaders and Governors, and will then be uploaded onto the school web-site.

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
Total number of pupils on roll – Autumn Census (Nursery to Year 6)	218
Proportion of DP Pupils, Reception to Y6 (ever 6 FSM)	55% (30% above national average)
Proportion of SEND children (including EHCP pupils)	30% (15% above Lancashire average)
Catch Up allocation (£80 x number of pupils)	£17,440
Key spending intention to support catch-up	Additional Teaching Assistants to deliver key interventions across the school Third Space on-line 1:1 Maths catch-up sessions
Publish date	January 2021
Review date	March 2021, July 2021
Lead	Mike Mitchell (HT)
Governor Monitoring	Carol Stunell (Chair)

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1

Phonics catch up interventions for children in years 1, 2 and 3

Priority 2

Basic mathematics calculation catch up interventions for children in years 3-6 (link to SDP)

Priority 3

Reading interventions across years 1-6 (link to SDP)

Catch-Up Funding Initiatives

Precise Action	Who	Expected Improvement	Success Criteria (evidence)
Phonics			
1.1 Assess phonics knowledge retained from previous year in years 1 & 2 and target children in year 3 (and above if appropriate) compile list of children for intervention groups	Delivered by class TAs and monitored by RW (phonics lead)	<ul style="list-style-type: none"> Correct children are targeted for interventions 	<ul style="list-style-type: none"> Targeted Children make good progress towards their ARE targets in reading in years 1, 2, and 3 (see pupil progress information and SDP)
1.2 Set up daily short phonic interventions in Year 1 & 2 delivered by Teaching assistants and overseen / partly delivered by teacher phonics lead (RW) – including remote learning activities Implement Bounce-back Phonics interventions	Delivered by class TAs and monitored by RW (phonics lead)	<ul style="list-style-type: none"> Children make rapid progress from starting points in learning and retaining phonic knowledge and are able to apply effectively 	<ul style="list-style-type: none"> Children (Y1 – 3) will be assessed at the end of 2021 (June) and improvements from starting points will be identified KS1 & Y3 informal in-school assessments (June) will indicate progress from starting points
1.3 Phonics activities on-line for children working from home (due to national lockdown)	Delivered by class teacher and monitored by RW (phonics lead)	<ul style="list-style-type: none"> Targeted children in years 1 to 3 (and above where relevant) make good progress in reading, supported by a comprehensive phonic knowledge 	<ul style="list-style-type: none"> All targeted children show progress from starting points in end of year phonics check (in-school)

Maths

<p>2.1 Assess multiplication gaps in year 5 (cohort who would have taken multiplication check in Y4), carry out baseline assessments and put in place daily catch-up interventions where needed (including use of resources such as TT Rocks)</p>	<p>Delivered by class teacher and Y5 TAs monitored by JB (Maths lead)</p>	<ul style="list-style-type: none"> Targeted children will confidently be able to recall all multiplication tables and use for calculations and reasoning 	<ul style="list-style-type: none"> Children in Year 5 show improved multiplication skills based on in-school check test administered at the end of the year Evidence in book looks or on-line remote learning activities shows confident application of multiplication knowledge
<p>2.2 Implement regular targeted multiplication interventions in years 3 and 4 to support comprehensive tables knowledge</p>	<p>Delivered by class teachers and TAs monitored by JB (Maths lead)</p>	<ul style="list-style-type: none"> Targeted children will have an increasingly confident grasp of multiplication tables Children will be equipped to meet ARE by the end of Key Stage 	<ul style="list-style-type: none"> Year 4 in-house multiplication check at the end of Year 4 shows improvements from starting points Improved % of Year 3 pupils know named tables for year group confidently by end of Y3
<p>2.3 Carry out baseline assessment to highlight children in Years 4, 5 and 6 whose Mathematical knowledge demonstrates gaps. Weekly 1:1 on-line (Maths tuition via Third Space Learning) to take place for one hour with targeted children</p>	<p>Children identified by class teachers. Intervention delivered by Third Space learning tutors (MM to oversee & JB monitor)</p>	<ul style="list-style-type: none"> Children in years 4, 5 and 6 will have confident calculation and improved mathematical knowledge to access relevant year's AREs 	<ul style="list-style-type: none"> Increase % of children in Years 4, 5 and 6 can calculate to Age Related Expectations by the end of the academic year (Pupil Progress and SDP targets)
<p>2.4 Implement Maths Mastery sessions for Years 1,2 and 3 both in school and via remote learning for those learning at home during lockdown</p>	<p>Delivered by Class teachers and monitored by CW (Home Learning lead) & JB (Maths lead)</p>	<ul style="list-style-type: none"> Children in Years 1,2 and 3 increasing confidence in application of Mathematical knowledge and understanding 	<ul style="list-style-type: none"> Increased % of pupils in Years 1,2 & 3 make progress towards ARE (Pupil Progress Meetings, SDP targets) Increased % of children engage in on-line learning (Class Dojo) maths activities and produce work to an improving quality

Reading

<p>3.1 Checks across Years 3-6 to ensure children are reading at the correct level</p>	<p>Delivered by class teacher and TAs in each class</p>	<ul style="list-style-type: none"> Increased % of children are reading at the correct levels and making good choices for reading for pleasure (engaging with high quality texts that require increased stamina) 	<ul style="list-style-type: none"> Through pupil conferencing and monitoring, increased % of children are reading at the right level of challenge and have a wide choice of books with high interest level
<p>3.2 Pupil Premium children across Years 1-6 will have 3x a week 1:1 reading</p>	<p>Delivered by TAs and other mentors in each class</p>	<ul style="list-style-type: none"> Children will make good progress in reading Strong links made between reading and the rest of the curriculum 	<ul style="list-style-type: none"> Increased % of PPG children make improved progress in reading by the end of the academic year.
<p>3.3 On-line Read and Respond initiatives developed, with TAs delivering in-school interventions for those coming in during lockdown, and increased 1:1 daily reading initiatives using new reading schemes when children return to school</p>	<p>Delivered by class teacher and TAs in each class</p>	<ul style="list-style-type: none"> Children make good progress and show high engagement with texts and respond effectively to the texts they are studying 	<ul style="list-style-type: none"> Increase % of pupils make good progress in reading from starting points
<p>3.4 Whole class shared reading projects throughout the school linked to SDP with TA interventions for those needing support with comprehension skills</p>		<ul style="list-style-type: none"> High engagement in reading across the school 	<ul style="list-style-type: none"> Pupil conferencing and class oracy outcomes demonstrate high engagement in curriculum linked reading and increased % of all children are reading regularly (3x a week minimum) at home