

Catch-Up Premium Plan

Summary information

School	St Mary's CE Primary				
Academic Year	2020-21	Total Catch-Up Premium	£6160	Number of pupils	77

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 6.

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.

Priorities

Our priority is to welcome back all of our children safely, ensuring that children are happy to be back in school.

Key priorities

- Nurture- building relationships, establishing routines and structures
- Catch up program for English and maths- addressing lost learning
- Ensure that all pupils have access to a full, rich and varied curriculum

Use of Funds

EEF Recommendations

<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, and to build upon curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support
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Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</p> <p>Children have accessed home learning at different levels and to differing degrees of success. Vulnerable groups have not accessed learning to the same level as others causing the gap to widen.</p>
<p>Writing</p>	<p>Children have lost essential practising of writing skills. Assessments show that grammar, punctuation and spelling have particularly suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting and stamina have also been identified as key factors to include in our catch up programme.</p>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide.</p>

Non-core

There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. This is particularly the case in History and RE. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Social and emotional support has been identified as a key priority due to the lack of interaction with peers over lockdown. Anxiousness about returning to school is a key priority also.

<ul style="list-style-type: none"> ● KS2 PM benchmarks- to baseline reading book band (home readers) and highlight gaps in comprehension ● KS1 Phonics- to highlight phases and specific sounds in which to focus ● Spelling assessment of previous phases' key words- target cards for pupils ● Big Maths and Timetables Rock stars- baseline and teach gaps ● W/C 12/10/2020- use of NFER assessments from Summer Term e.g. Y5 to complete NFER Summer Y4 etc. Y2 and Y1 to complete another phonics assessment but then use teacher assessment for writing and maths. (If the class teacher is unsure then they could use PM benchmarks for reading). ● Identify pupils, groups and focus for targeted intervention. The aim of the intervention is to address gaps. ● End of unit White Rose maths assessments ● Ongoing formative and summative assessment each half term. 	<p>Purchase of White Rose maths workbooks to ensure high quality maths delivery and a consistent approach through home learning.</p> <p>(£900 for the whole school year)</p>			
Total budgeted cost				£ 5215

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition/intervention programme</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>White Rose maths, Reach Science and Guided Reading CPD to upskill staff.</i></p> <p>(£200 from Catch Up)</p> <p><i>Additional release time and training to support the delivery of the ELSA emotional literacy programme.</i></p> <p>(£225)</p>	<p>£300</p>	<p>JW</p>	<p>Feb 21</p> <p>Feb 21</p>

	<p><i>Additional PPE purchased to enable staff to provide safe intervention.</i></p> <p style="text-align: right;"><i>(£250)</i></p> <p><i>Forests school sessions increased across school meaning cover/release time needed.</i></p> <p style="text-align: right;"><i>(£320 for Autumn term)</i></p>			
Total budgeted cost				£1035

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>In the event of lockdown home-learning paper packs are printed and ready to distribute for all children.</p> <p style="text-align: right;"><i>£450 from budget</i></p>		JW	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>Staff to complete online training for Google Classroom to allow high quality online teaching.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>£400 through school budget</i></p> <p><i>Purchase 19 Chromebooks, Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></p> <p style="text-align: right;"><i>£5700</i></p>		JW	<p>Feb 21</p> <p>Feb 21</p>

	<i>(£5000 paid from budget £700 from Catch up programme)</i>			
Total budgeted cost				£6160 (Based on £80 per child)
		Cost paid through Covid Catch-Up	£6160	
		Cost paid through charitable donations	n/a	
		Cost paid through school budget	£6300	