St Matthew's C of E Primary School & Nursery

Catch-Up Premium Strategy & Plan

The Government has announced that £1 billion of funding has been earmarked for schools to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time due to Covid-19.   Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, **it is likely that disadvantaged and vulnerable groups will have been hardest hit.** 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 11. At St Matthew's, we will receive £31,140.00 over the year in 3 instalments.   This plan runs academic year Autumn 2020 – Summer 2021. The finances , especially from school budget, are taken from two financial years.

Governors regularly scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding.
Below is our action plan for how the funding will be spent. This will be reviewed each term by Governors and Senior Leaders.

St Matthew's CE - School Information	
Number on roll (includes Nursery 32 pupils) 432 Without nursery 400	Allocated Funding: Autumn 2020 £8,140, Spring 2021 £10K, Summer 2021 £13K **Total: £31,140**

Use of Funds (DfE)	EEF recommendations
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 guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks. The EEF Covid-19 Support Guide includes information on how to support effective remote education and access to technology. 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.	Teaching and whole school strategies ➢ Supporting great teaching ➢ Pupil assessment and feedback ➢ Supporting remote learning Targeted approaches ➢ One to one and small group tuition ➢ Intervention programmes ➢ Planning for pupils with Special Educational Needs and Disabilities (SEND) Wider strategies ➢ Supporting pupils' social, emotional and behavioural needs ➢ Supporting parent and carers ➢ Access to technology

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Impact of lockdown and bubble closures	
Academic	**Pastoral**
Reading: (internal data end Spring 2020 – end Autumn 2020) **Numbers of pupils attaining ARE had dropped significantly** Children struggled to access reading remotely during Spring lockdown. Children were signposted to online resources, but access rates were limited. Progress was therefore limited. Children are less fluent in their reading and the gap between those children that read at home and those children who don't is increasingly wide. A significant number of school reading books have not been returned following the Spring/Summer lockdowns. More children require access to the earlier bands of reading books, as they have not made the progress in reading and phonics which would be expected to the higher bands.	**Attendance following closure:** Almost all pupils returned in September 2020 following publication of a plan which had been shared with parents. Only 1 family not attending. Pupils were excited to return to school and see their peers. Attitudes to learning have been very positive
	Attendance ongoing: Some pupil's attendance has been intermittent, in particular those whose siblings are in isolation and those who have been on extended holiday, then struggled to return to the country or had to isolate upon return.
Writing: (internal data end Spring 2020 – end Autumn 2020) **Numbers of pupils attaining ARE had dropped significantly** Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential frequent and regular practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Many children evidently didn't write much in Spring/Summer lockdown and are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.	**Social & Emotional /Independence:** Reception and Nursery children in particular with needs with social and emotional, behavioural and toileting issues.
	Social & Emotional/well-being: A number of pupils struggling with confidence and anxiety and/or needing support for mental health and well being
Maths: (internal data end Spring 2020 – end Autumn 2020) **Numbers of pupils attaining ARE had dropped significantly** Specific content has been missed, leading to gaps in learning and in sequencing of steps in learning. Lockdown has not affected their attitudes for learning, however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and some have forgotten once taught calculation strategies.	**EAL:** The English language skills of some of the children who do not speak English in their home, have been affected. Some children will not have spoken in English. Some EAL children have struggled to access remote learning as parents were unable to help due to their own English skills.
	Engagement in Remote learning provision: In the spring and summer terms the engagement in lockdown learning was not measured. In Autumn term 2020 the average percentage of non-engagement was 45%, lack of devices was an issue for some children accessing Class Dojo.
Phonics: In Autumn term, Year 2 children Phonics Screening Check pass rate in late November = 72%. Assessments in current Y1 show that all children are below the expected position for this point in year 1. Children haven't gained the essential phonics skills for early reading and are less likely to pass phonics screening check. 13 children entered year 3 without passing KS1 Phonics screening as they didn't sit the check or didn't pass in Y1 = 22%. More children require phonics teaching in Y3 than usual at this point in the year.	**Staffing** A number of staff have caught the virus within the Autumn Term. A number of staff have had family bereavements due to COVID 19.

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EYFS: Baseline data indicates a lower proportion of pupils are on track in their 'ARE' than typical. Areas of concern are:- (Speech and Language) Communication Understanding; Self Care/Self Awareness; Managing Feelings & Behaviour; Making Relationships; and the numbers of children targeted for GLD. Speech and language on entry data is significantly lower than in previous years, with pupils further behind in months.	
Wider curriculum: There are now significant gaps in skills and 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. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.	

<table>
<tr><td colspan="4" align="center">**Catch up Premium Strategy Plan**</td></tr>
<tr><td colspan="4" align="center">**Improving attainment through 'Great Teaching' and targeting progress**</td></tr>
<tr><td colspan="4">**1 Teaching and whole school strategies**</td></tr>
<tr><td>**Intent & implementation**</td><td>**Desired outcome**</td><td>**Cost**</td><td>**Impact**</td></tr>
<tr>
<td>*Intent: support 'Great Teaching' across the whole school*
Key staff to attend 'Great Teaching' Courses from LPDS and feedback the information and ideas to all teachers.</td>
<td>'Great Teaching' is delivered across school in all classes with a high impact on progress for cohorts and individual pupils.</td>
<td>Course costs £400
(within school budget)</td>
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<td>*Intent: embed Great Teaching within remote teaching provision across the curriculum*
Monitor the provision of the whole curriculum in remote teaching. Plans, teaching content, Maths & English & wider curriculum provision.</td>
<td>'Great Teaching' is delivered across school in all classes across the whole curriculum in remote provision. Curriculum content is securely matched to in school provision and Curriculum sequencing and planning.</td>
<td>1 day per 2 x AHT
£400
(within school budget)</td>
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<td>*Intent: enable accurate information regarding gaps in skills development and the content missed to be analysed*
Staff to be released from teaching commitment to analyse curriculum missed & to enable analysis of current position & plans to be made for 'catch up' and recovery curriculum</td>
<td>Subject leaders fully aware of the missed content and skills across school in each subject. Subject leaders able to identify when/how this missed learning can be caught up, in consultation with class teachers. Pupils can….</td>
<td>1 day per subject leader
10 x £200 = £2000
(half from within school budget, half from catch up)</td>
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Intent & implementation	Desired outcome	Cost	Impact
Intent: support access to remote learning Purchase 2 x CGP books for each child to enable paper copies of work to be provided in the event of isolations or closure. Purchase exercise books for KS2 children to complete remote learning Purchase practical resources and packs for EYFS children to support home learning	Children have access to paper copies of work at home, as per our parental questionnaire. Children have access to basic resources to support with remote learning.	£1700 £870	
Intent: support access to remote learning Inclusion team staff to encourage, and help parents and children to engage with remote learning.	Increase in engagement in home learning. Vulnerable pupils supported and assisted with access to remote learning with paper packs as needed.	(within school budget)	
	Section Sub-total	£3570 Catch up funding £1800 School budget	

2 Targeted Approaches			
Intent & implementation	**Desired outcome**	**Cost**	**Impact**
Intent: improve progress and attainment in reading – children return to ARE Reading Champions – Individual daily reading Employ 2 TAs to become reading champions. Deploy 2 other TA staff = 4 in total 2 TAs for Rec/Y1/Y2, 1 TA for Y3/4, 1 TA for Y5/6	Assessments show identified children making rapid progress in reading towards ARE. Percentage of children at ARE in reading is **at least at** the pre-lockdown figure Children who have been previously ARE are enabled to get back to ARE before end Summer 2020	2xTA supply £13,000 x2 LCC Training Reading booths x 4 x £100 Set up costs = £26500 Training = 500 Total £27,000.00	
Intent: improve progress and attainment in Phonics – children move to the expected levels for their age Intervention for targeted groups for Phonics using BounceBack Phonics (KS2) and Fast Track Phonics (Y2 or 3) Teach Phase 6 (year 2 expectation) in early KS2 as required TA's to carry out these groups.	*children move to the expected levels for their age* Assessments show children recognising sounds and tricky words fluently, applying this knowledge in reading	Buy BounceBack phonics programme £60 (within English budget) TA training in house	
Intent: improve progress and attainment in writing – children return to ARE Intervention for targeted groups for writing small group work. TA's to carry out these groups.	Identified pupils tracked in terms of attainment and progress Progress in books seen in Writing and monitored.	Additional staffing costs to provide interventions within bubbles £1275 per week (term time) Aut: 7 weeks	

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Intent: improve progress and attainment in maths – children return to ARE Intervention for targeted groups for Maths IDL; Maths small group; Reading small group; Writing small group. TA's to carry out these groups.	Identified pupils tracked in terms of attainment and progress Progress in books seen in Maths and within intervention support and monitored.	Spr: 8 weeks Sum: 13 weeks 28 x 1375 = £38500 (Without summer term@ £17,875 = £20,625.00) (within school budget)	
Intent: improve progress and attainment in maths – children supported to learn number facts and timetables Subscribe to Numbots and TT rockstars for practice in home and at school	Children accessing online resources in class and at home. Children make good progress in number facts against initial assessment.	Within school budget	
Intent: improve progress and attainment in Communication and language for identified EAL children USE National Tutoring Programme and EMA service – total of 75 hours for small groups of identified children.	Children make good progress against initial assessment. (Solihull EAL steps)	£731.25 (Tutoring money)	
Intent: Improve attainment in Communication & Language Deliver Talkboost and Early Talk boost across Reception & Year 1. TA & HLTA to deliver. Purchase Talkboost for KS2 & Training costs: Louise Laycock?	Children make good progress against initial assessment on the programme.	£500.00 (within school budget)	
Intent: Improve access to reading materials and embed early reading strategies improve attainment in Reading and. Purchase additional reading books to support Early reading (reception and Year 1) as many Year 1 and Year 2 children are still reading books from the previous year group. Online reading subscription – Rising Stars	Early readers are able to access a wide range of books at the appropriate level.	£500.00 (within school budget) Rising Stars: (within school budget)	
Intent: Improve access to reading materials and embed early reading strategies improve attainment in early reading for EAL children and 'low entry readers'. Buy books without words (Big Cat?) – lilac and pink books But some dual language books	Early readers have access to a wide range of quality books which encourage discussion, vocabulary acquisition and development , storytelling and imagination.	£500 (within school budget)	
Section Sub-total		**£27,000.00 Catch up funding** **£37,260.00 Within school budget** **£731.25 Tutoring money**	

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3 Wider approaches			
Intent & implementation	**Desired outcome**	**Cost**	**Impact**
Intent: Attendance -Ensuring siblings of pupils isolating can access school Assisting parents with drop off procedures for siblings at a later time than the main school when other pupils in the family are in isolation. Use front door and parking bay to enable drop off from cars or socially distanced drop off.	Pupil attendance maintained/improved. Individual pupil progress and attainment. Well-being of families. All pupils attendance monitored and appropriate support and actions are implemented to facilitate a return to school.	£0	
Intent: supporting EAL parents with remote learning In selecting a platform, we chose Class Dojo which can translate into a number of languages which will support parental involvement.	Parents can translate messages and text into their own language, and are more able to understand what the pupils are being asked to do. Parental engagement improved – they are able to support children with remote learning & feel involved.	£0	
Intent: Improve confidence/reduce anxiety/ wellbeing Learning Mentor Support for identified children to support well-being and attendance throughout both key stages.	Children are enabled to overcome feelings of anxiety, regular attendance at school is maintained	Within school budget	
Intent: Improve confidence/reduce anxiety/ wellbeing Procurement, CPD and implementation of Confident Me. Training for staff.	Progress of targeted pupils in areas of PSED. (Boxalls)	£500	
Intent: support children with Emotional and Social aspects Train Inclusion members of staff in Nurture programme & deliver with KS1 children	Progress of targeted pupils in PSED. (Boxalls)	£800	
Intent: Improve confidence/reduce anxiety Inclusion team/Learning Mentor Support/Caritas care support for family support, well-being and attendance throughout both key stages for identified children	Early Help Register - Well-Being - reflects impact in terms of tracking pupil attainment and % pupils removed from register.	Within school budget	
	Section Sub Total	**Catch up £1300.00**	
	Total Expenditure	**Tutoring £731.25**	
		Catch up £31,870.00 (overspend of £730 – use school funds)	
		School budget £39,060.00	

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Review:
The impact of the strategy will be evaluated and reviewed by senior leaders and governors following assessment periods (Spring 2021; Summer 2021; Autumn 2021. Senior leaders and governors will evaluate the planned and completed actions and the impact of these in school. The plan will be adapted to continue to meet the needs of the pupils as differing needs may arise over the course of the year to ensure that our approach is dynamic.

L Walton (Deputy Headteacher)