

Catch-Up Premium Plan

St Nicholas Church of England Primary School



Summary information					
School	St Nicholas Church of England Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,640	Funding based on number of pupils:	408

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 reception through to Y11.

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	EEF Recommendations
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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.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	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'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has 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.
Reading	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.
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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Planned expenditure				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Cost	Impact (once reviewed)	Spent
<p><u>Supporting great teaching:</u></p> <p>All subjects will be planned by teachers with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Teaching Assistants will support in Quality First Teaching.</p>	<p>2 Teaching Assistants to be employed for September 2020 – one in Year 3 and one in Year 4 to ensure all classes have a Teaching Assistant at least every morning to assist in closing the gaps in core subjects.</p>	£24233.02	Year 3 and Year 4 teachers report that the additional TA has made a difference in the organisation of interventions, additional support and reading support. Outcomes for groups of children (Teacher assessed) are on track.	£24233.02
<p><u>Use GL Assessment across KS2 for Reading and Pupil Attitudes</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase and implement GL Assessment Standardised Assessments for Reading and PASS (Pupil Attitudes Survey). Complete tests and record assessments - identify gaps to track performance.</p> <p>The cost will purchase for Y3 and Y4 (The LA has bought all Blackpool schools enough credits for Y5 and Y6)</p>	£1036.80	GL assessments used across KS2 – giving excellent data / next steps for reading targets. We have added into the school budget to pay for again next academic year. Blackpool will pay again for 2 year groups.	£1036.80
<p><u>Use Learning by Questions (LbQ) across the whole school</u></p> <p>Use as AfL or as an intervention to support those children in reinforcing their understanding of basic maths skills and application of number in Maths. The wider curriculum use across English, Science and other foundation subjects can be utilised for Remote Learning.</p>	<p>Staff are trained and they are able to deliver the content and interventions confidently (inclusive of entry and exit data). Ipads / laptops used to support learning.</p>	£1750	Staff trained and now use regularly, especially for rapid recall, to ensure children are knowing more and remembering more. Staff also using for remote learning – especially during COVID ‘bubble closure’ and in the Jan – March lockdown.	£1750

<p><u>Supporting great teaching:</u></p> <p>All subjects will be planned by teachers with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Teaching Assistants will support in afternoon interventions for targeted children in Year 6.</p>	<p>5 afternoons of TA2 in Y6 from 16.11.20 until 18.12.20</p> <p>5 afternoons of TA2 in Y6 from 5.1.21 until 26.3.21 (Not used due to lockdown so moved to Y5 from 8th March)</p> <p>5 afternoons of TA2 in Y5 from 8.3.21 for Summer Term</p>	<p>£483.45</p> <p>£1105.47 budgeted but unspent</p> <p>£1256</p>	<p>The additional support in Year 6 in Autumn Term helped to close the gaps in English and Maths – evident in Christmas Teacher Assessment data.</p> <p>Year 5 interventions have been directed by classteachers / DHT / SENCO to close the gaps on attainment.</p>	<p>£483.45</p> <p>£1256</p>
<p><u>Use Steps to Read across the whole school</u></p> <p>Steps to Read will supplement the 'Read to Write' English programme - Steps to Read is whole class shared reading lesson planning and provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.</p>	<p>'Steps to Read' purchased June 2021. Training over last 4 weeks of term to implement in September 21.</p>	<p>£2,350 for x42 units</p>	<p>Impact not known in this academic year but will be monitored into next year by SLT.</p>	<p>£2,350</p>
<p><u>Purchase Quality Reading Texts</u></p> <p>To support the newly implemented Read to Write and the 'Steps to Read' programmes, new reading materials will be purchased to enthuse children and support wider reading around specific themes.</p>	<p>Steps to read books purchased to be used alongside the Read to Write Core Spine for English lessons</p>	<p>£1170.73</p>		<p>£1170.73</p>

<p><u>Connect to Curriculum</u> Connect to Curriculum is planning guidance for teachers to deliver knowledge rich content across the wider curriculum. The guidance documents are designed to deliver the statutory elements of the National Curriculum whilst complementing our high quality, evidence informed Read to Write and Steps to Read units of work. This in turn, helps build an immersive, connected curriculum with Intent and Implementation that leads to Impact and improved outcomes for children.</p>	<p><i>‘Connect to Curriculum’ units purchased June 2021. Training over last 4 weeks of term to implement in September 21.</i></p>	<p>£360</p>	<p>Is learning structured through an overarching enquiry question? Are there clear, sequential, knowledge-rich outcomes that are delivered through subsidiary enquiry questions Carefully chosen technical vocabulary linked to learning from our Read to Write and Steps to Read units of work Suggested assessment activities linked to high-quality writing outcomes. <i>December 2021 impact review</i></p>	<p>£360</p>
		<p>£32,640</p>		
<p>Total budgeted cost</p>				<p>£32,640</p>