

Catch-Up Premium Plan

St. Mary's Church of England Primary School



Summary information					
School	St. Mary's Church of England Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£23,840	Number of pupils	298

Guidance
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from year R through to Year 11.</p> <p>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.</p>

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, in line with the guidance on 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"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<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. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs 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. Handwriting has also suffered.</p>
Reading	<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. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<p>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.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Success Criteria	Staff lead	Review date
<p>Supporting great teaching: The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Use of progression documents across the school – have supported staff to evaluate the gaps from summer 2 and ensure they are providing that learning whilst working on the current year to ensure by the end of the year gaps have diminished.</p> <p>Manipulatives are accessed regularly in Maths to support the teaching of concepts.</p> <p>Use of Knowledge Organisers support children to 'know more and remember more'. They are used as a feature of lessons and ensure that key vocabulary is taught. Where staff are aware that there are gaps from previous year's key vocabulary this is explicitly taught alongside new vocabulary.</p> <p>Additional teaching of fluency is a feature of all classes to ensure that some of the key skills that have been lost/or are rusty are quickly addressed.</p> <p>Additional teaching of reading is a feature of all classes to ensure a love of reading. Children are heard to read by staff in the classroom.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>(£1000)</p> <p>Completed by teaching staff</p>	Work is well-planned and as a result gaps are narrowed or closed.	RA	Feb 21
	<p>Purchase additional manipulatives for whole school.</p> <p>(£2000)</p> <p>Completed by teaching staff</p>	The use of manipulatives in Maths supports the children's mathematical understanding which leads to improved outcomes.	AR	Feb 21
	<p>As part of class teaching</p> <p>Completed by teaching staff</p>	Classroom assistants are in place to support individuals and small groups in their learning.	All staff	Feb 21
	<p>As part of class teaching</p> <p>Additional TA support in Year 1 where few children accessed home learning and significant gaps as a result.</p> <p>(£5000)</p>	Children achieve ARE in core curriculum areas	All staff	Feb 21
	<p>As part of class teaching</p> <p>Additional TA support in Year 1 where few children accessed home learning and significant gaps as a result.</p> <p>(£5000)</p>	Mathematical fluency is much improved. Children reach ARE in Maths.	All staff	Feb 21
	<p>Additional reading texts purchased October 2020</p> <p>(£3000)</p>	Reading skills are much improved. Children re-engage in reading. Children achieve ARE in reading	All staff	Feb 21
			HT	

	PPE (screens) purchased to enable 1:1 reading in all classes (£750)			
<p>Teaching assessment and feedback: 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>All teaching staff trained in the use of 'Insight' to ensure whole school consistency and accuracy.</p> <p>In the moment marking allows teachers to assess misconceptions at the point of learning.</p> <p>Governors given an overview at P and S Committee on 19.1.21</p>	<p>Purchase 'Insight' assessment tracking programme to track performance of all pupils using teacher assessment and standardised tests. Data used to plan effective interventions. (£2000)</p> <p>Staff meeting time for analysis Pupil progress meeting time</p>	<p>Teachers have a clearer understanding of assessment and pupil tracking which increases pupil outcomes.</p> <p>P and S Governors have a clearer understanding of assessment and are able to effectively hold school leaders to account.</p>	<p>RC</p> <p>RC</p> <p>All staff</p> <p>RC/P and S Governors</p>	<p>July 21</p> <p>Jan 21</p> <p>On-going as part of class work</p> <p>Jan 21</p>
Total budgeted cost				£ 13750

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Success Criteria	Staff lead	Review date?
<p>1-to-1 and small group tuition: Children will have significantly increased rates of reading fluency. 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>Children will have significantly increased rates of maths fluency. They will be able to manipulate key skills to solve problems. They will be confident in maths and dips in reading attainment will be negated.</p>	Additional small group tuition from in bubble teaching staff for targeted children.	<p>Reading skills are much improved. Children re-engage in reading. Children achieve ARE in reading</p> <p>Mathematical fluency is much improved. Children reach ARE in Maths.</p>	<p>TAs</p> <p>TAs</p>	<p>Feb 21</p> <p>Feb 21</p>
Extended school time from Spring 2: Identified children are able to access a weekly catch-up club (45	Teachers/support staff to run interventions weekly with children they know well guided		Teaching/support staff	June 21

minutes-1 hour per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	by the teacher for after school catch up sessions. (£3000)			
Timetable variations: Additional teaching of fluency is a feature of all classes to ensure that some of the key skills that have been lost/or are rusty are quickly addressed. Additional teaching of reading is a feature of all classes to ensure a love of reading. Children are heard to read by staff in the classroom.	Staff are looking at timetables to maximise learning time for all children and to close gaps. Additional time has been allocated to maths and reading/phonics across the school. Timetables remain flexible allowing staff to block learning.	Mathematical fluency is much improved. Children reach ARE in Maths. Reading skills are much improved. Children re-engage in reading. Children achieve ARE in reading	Class teachers	On-going review
Social and emotional needs: Children with social and emotional needs are engaged in learning and their needs supported.	ELSA, Play Therapist and School Counsellor support as needed.	The social and emotional needs of the children have improved/been met.	JP/EC	On-going review
Health and Well-being: Ensure that staff are aware of any of the children's Health and Well-being matters which may impact on their ability to learn. The Health and Well-being of children may have been impacted by: Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement Reduction in physical exercise and opportunities for physical development Many children are lacking confidence and independence. Poverty, including lack of access to a healthy diet.	Linked to partnership work with families. Building on the communication we have with parents. Make sure we specifically ask parents about their child's wellbeing during any communication with parents. Plan additional physical activity sessions in class e.g. Go Noodle, C-Beebies, daily yoga sessions, class virtual challenges set by JB. Plan activities based around social and emotional skills e.g. circle time, role play, puppets, listening games and board games. Sign-post families to additional support in the community. If necessary, support families with applications for support such as free school meals. Targeted pastoral and family support.	Children's mental health and well-being is addressed through access to a school mentor, ELSA, school counsellor or play therapist. Children's fitness levels improve to pre- COVID levels and their health and wellbeing are improved Children's confidence is improved and they are better equipped to take risks in their learning. All families have access to FSM and targeted pastoral support if needed.	JP/EC JB SMo RA/JP/EC/CM	On-going review

	Access to the local Foodbank to support hungry children and their families. Distribution of FSM if bubble closed			
Total budgeted cost				£14,750

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Success Criteria	Staff lead	Review date
<p><u>Supporting parents and carers:</u> Not all parents engaged with the home learning that was set during lockdown. Hence, the need to set up a robust online learning platform that is accessible for all families bearing in mind that a lot of families requested access to paper copies following a survey in September 2020.</p> <p>Seesaw purchased to set on-line learning and to communicate more effectively with families during class isolation or lockdown. This platform was chosen as it received much praise nationally during lockdown.</p> <p>Weekly homework tasks to be set via Seesaw from Spring 1.</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><i>Additional online learning resources will be purchased, such as Numbots to support children's maths at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i> (£230.00)</p> <p><i>Seesaw researched by IT Lead. Modelled use and provided CPD for staff.</i></p> <p><i>Cost of Seesaw package: (£1320.00)</i> <i>Cost of Seesaw training by Mr P-ICT for 36 staff: (£300)</i></p> <p><i>English, Maths and Science books purchased for all pupils to keep at home in readiness for a period of class self-isolation or a national lockdown. Children given pencils, rubbers and sharpeners.</i> (£3000)</p>	<p>A strong remote learning offer is in place.</p> <p>Staff are trained in the use of a new digital learning platform.</p> <p>Parents access weekly homework activities.</p>	<p>RA</p> <p>HP</p>	<p>Feb 21</p>
<u>Access to technology</u>		Children are not disadvantaged because of lack of technology.	RA	Feb 21

During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<p>22 laptops available through DFE scheme to support Home-Learning.</p> <p><i>They are to be used to further support online access to resources for all of the children.</i></p> <p>.</p>			
<u>Summer Support</u> NA				
Total budgeted cost				£21,300
Cost paid through Covid Catch-Up				£23,840
Balance				£2,540