

# Catch-Up Premium Plan

## St Mary's C of E Primary School

### Summary information

<b>School</b>	St Mary's C of E Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,640	<b>Number of pupils</b>	213

### 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 from FS2 to Year 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.

### Use of Funds

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.

## Identified impact of lockdown

<b>Maths</b>	The gap has opened up between higher attaining children and lower attaining children. Younger children are less secure in number bonds and all children are less secure with multiplication. Fractions were not taught in the summer term so each year group has to ensure previous expectations are taught.
<b>Writing</b>	Children's ability to spell both high frequency and exception words has suffered at all levels. Children are showing less ability to proof read and self-correct own work. Stamina to write longer pieces of work has been lost and pupils have had less exposure to writing a range of genre. More able writers have lost the technical knowledge to know how to write with pace and interest.
<b>Reading</b>	Many children have not continued to read during lockdown, some families did not have access to good quality literature. Many children have lost the enjoyment of reading as well and the technical ability to read. Emerging readers are struggling with using phonics to decode and sound out new and familiar words. Their reading has lost fluency and intonation. They have not had exposure to rhythms and rhymes which they would learn to mimic. More able readers are struggling with the stamina needed to read longer texts.
<b>Non-core</b>	Unequal opportunities, have exacerbated existing inequalities in skills acquisition and academic performance in the use of technology. Where families have had access to online learning and devices, children have developed skills. Children who were unable to access remote learning have struggled to keep up with skills acquisitions. In essence there is a digital divide.
<b>Social and Emotional</b>	Stamina in working. Resilience to deal with challenge. Anxieties about Covid and worries about the future. Self-esteem when struggling with new learning.

**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 related whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
High quality teaching for ALL... Supporting great teaching:	<p>Ensuring every teacher is supported and prepared for the new year.</p> <p>Use of Inset day to introduce Recovery curriculum based upon 4 elements</p> <ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve</li> <li>4. Supporting my physical health and wellbeing</li> </ol> <p>Teachers quickly identify gaps in learning and address these through</p> <ul style="list-style-type: none"> <li>- Quality first teach</li> <li>- Use of TA for 1/1 catch up sessions</li> <li>- Planned and targeted interventions</li> <li>- Small group or one-to-one tuition by TA</li> </ul>	<p>Children were initially very pleased to return to school and seems quite settled. Having these 4 focuses helped to establish a common language to help us all talk about how we were feeling.</p> <p>Having to focus upon physical health was hugely important as it was evident that many children had not engaged in much exercise during lockdown.</p> <p>Gaps in learning quickly became evident once teachers began teaching more formal lessons. Teaching assistants were quickly utilised to support interventions and targeted work.</p>	R Tainsh	End of October 2020
Effective diagnostic assessment... Teaching assessment and feedback:	<p>Assessment week will be moved to the beginning of October so that assessments in core subjects can confirm where the gaps in learning exist, allowing teachers to plan future lessons to address these gaps and accelerate progress.</p>	<p>School leaders and teachers have a very detailed understanding of gaps in learning and can use guided groups, interventions and lessons to address these.</p>	R Tainsh S Owen G Hulse	Dec 2020
Supporting remote learning... Ensuring equity of access for all:	<p>All learners to be set up and enabled to access remote learning using Microsoft Teams. To ensure all are familiar with this technology, all classes will upload homework each week for their classes. Children will be expected to submit work on this platform.</p>		S Owen	Jan 2021
Focusing on professional development... Supporting great staff:	<p>Staff training on the use of Microsoft Teams.</p>	<p>All staff are able to facilitate remote learning. All staff regularly use to set homework. Office staff able to support parents to access Teams.</p>	S Owen	Sep 2020
Transition support... Welcoming new starters:	<p>Reception / Nursery staff to carefully plan visit days and intake into school.</p>	<p>Children had smooth transition into Reception and Nursery.</p>	N Whittall J Curtis	Nov 2020
<b>Total budgeted cost</b>				<b>No additional</b>

<b>ii. Targeted academic support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
High quality 1-to-1 and small group tuition...	A Teaching Assistant is assigned to each class to help address any gaps in learning. Intervention groups and guided groups will run daily and be linked to the curriculum - focused on the areas where pupils would most benefit from additional practice or feedback.		G Hulse	Termly at Pupil Progress meetings
Targeted Intervention support	Two experienced members of teaching staff will work additional hours to run reading and phonics workshops for pupils who have been identified as not being on track to reach age related expectation. Mrs Macauley will oversee and deliver intervention work in phonics and reading for Reception – Year 4 children. Mrs Haslam will deliver interventions in reading for Year 5 and 6 pupils. Both teachers will use the new 'Pathways to Read' programme. Higher Level teaching Assistants will continue to run weekly High Level Needs Teams – interventions for Ever 6 children to accelerate progress.		S Haslam Mrs Macauley	Termly with Head Teacher and SLT
Extended school time... Before/After school focussed support clubs	Each Teaching Assistant will run a weekly maths and literacy intervention programme for 6 - 10 weeks, after school. Children will be 'invited' to attend and lessons will be very specific and targeted at areas of need. The class teacher will liaise with the Teaching Assistant to identify learning needs and pupils who would benefit from these.		G Hulse	Termly at Pupil Progress meetings
Planning for pupils with SEND... Intervention programme	Extra management time to be allocated to SENDCO to advise staff on SEN help and referrals available.		S Alley J Brearley	Termly with Head Teacher
			<b>Total budgeted cost</b>	<b>£12,000</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
Ensuring access to technology... Enabling all learners equal access to the provision:	Acquire laptops enabled with Microsoft Teams which can be loaned to families to allow all children to access Remote Learning if they have to isolate.		R Tainsh	Dec 2020
Supporting pupils' social, emotional and behavioural needs...	Ensure breakfast is available to all children – every day – until April 2020. School to receive financial help with food costs until January 2021. School to subsidize this in Spring Term £4 000.		R Tainsh	Dec 2020
<b>Total budgeted cost</b>				<b>£16,000</b>
<b>Cost paid through Covid Catch-Up</b>				<b>£16,000</b>
				<b>£16,000</b>