

St Mary's Catholic Primary School Catch-Up Premium Plan



Summary information				
School	St Mary's Catholic Primary School			
Academic Year	2020-21	Total Catch-Up Premium	£ 16,800	Number of pupils
				235 Inc N

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 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
<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

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown

Maths

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives: this will be 'closing the gap' learning sessions.

Children still have a huge appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.

There has been a dip in specific areas such as recall of basic skills, specifically times-tables and addition and subtraction facts, number bonds and calculation strategies. The children require reminding about these skills on a daily basis.

Writing

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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Handwriting was really affected during lockdown. However, since October, this is now back on track. Writing interventions have been implemented across school to try to close gaps. The children also practise their grammar and spellings linked to the writing tasks being taught to ensure it is relevant and have purpose. The Write Stuff is now used across KS2.

Reading

Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.

During lockdown and since returning in September, children were able to access online books via AR reader. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school.

Reading is the priority this year to enable readers to use their knowledge of books and text talk in their writing.

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 - 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	Impact (once reviewed) Mid-term review (April 21)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>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><i>Use of Cornerstones Curriculum to aid coverage and progression in skills and knowledge.</i></p> <p>(£1,000)</p>	<p><i>Increase in subject knowledge specifically in the foundation subjects seen across the school. Planning intent is clear and subsequent implementation is seen in book scrutiny and wall displays. Pupils' outcomes have improved as a result of a broader curriculum and now they are able to make links to other contexts and concepts.</i></p>	<p>SLT</p>	<p>July 21</p>
<p><u>Teaching assessment and feedback</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>Develop Teaching and Learning through incremental coaching.</p>	<p><i>Continue use of SIMS data reporting system. Compliment this with in house assessment and tracking tools. Pupil progress meetings to be held half termly.</i></p> <p><i>Incremental coaching INSET and support- in house CPD over the year (include Rosenshine principles of instruction)</i></p> <p>(£500)</p>	<p><i>SIMs data collection and in house data collections across the year has enabled us to focus on gaps in learning and skills. Pupil progress meetings take place every half term- with a specific focus on groups of pupils (EAL, PP, SEN, G and B). Early indications are they we continue to be on track and in line with our target setting from October 20. Incremental coaching- made significant impact in teaching and learning. Creates a culture of professional development, openness and honesty. Clear next steps as a result of ongoing professional dialogues taking place as a staff.</i></p>	<p>SLT</p>	<p>Dec 20 April 21 July 21</p>
Total budgeted cost				£ 1,500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme</u> Using first quality teaching- assess and use cut away groups for targeted intervention over a short space of time- Assess, plan, do, review.	Interventions are devised and implemented by the Class teacher with TA support. TA/ HLTA (£ 4,400)	<i>Focus on specific groups (EAL, PP, SEN and G and B). See Pupil Progress reports and data analysis. Cut away groups being used effectively to target narrowing the gaps in the learning. SEND APDR take place every term.</i>	SLT	July 21
<u>Additional support</u> Use of the Early Years EP to support the children in reception class. Additional support for reception class as children are not at the expected standard on entry. Therapy for pupils that need additional support – HUGS Farm therapy	Access free support from the EYEP to assess the needs of one child in particular. (Free support) The cost of a d TA for 16 targeted hours per week for 1-2 support (£5000) £45 per session x 6 session (for four pupils) = £1080 (£6080)	<i>Impact has been positive; working with the EYEP and CAMHS team specifically for two pupils with the greatest need. One on CP. EHCP have been requested and refused; ongoing focus and evidence gathering. All channels of support have been exhausted and next steps is Pupil Referral Panel for alternative provision for one child. Some impact made, but not significant. Access to the NELI programme 2020-21 as previous pilot school. This is making an impact Summer 2021.</i>	VB SLT	Ongoing
<u>Targeted support</u> Additional areas for targeted support- ensuring that the gaps are being closed- use of the specialist teacher for support. Year 3 (spring term) for reading and writing Year 5 (spring term)_for reading and writing	Use of supply to release Teacher to teach those children who are underperforming 6 weeks x ½ day = £540 x 2 = (£1080)	<i>Use of student teachers to support teachers in targeting gap filling for pupils who have fallen behind whilst bringing in an income of £6000 over the year. Year 3 making accelerated progress from starting place. + Year 5 making accelerated progress from starting place. + Also use of Write Stuff to increase pupil's confidence in writing through grammar, text talk and sentence construction and vocabulary. + impact has been seen in KS2</i>		
Total budgeted cost				£11,560

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>Additional online learning resources will be purchased, IXL so pupils can access support at home. <i>CAST WIDE purchase</i></p> <p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be prepared and set aside for children to take home when home-learning occurs. <i>£500</i></p>	<p><i>Pupils and parents signposted to IXL for home learning and online resources for lockdown 1, 2 and 3. Pupils shielding access live lessons during lockdown and also if they were isolating (but only if they were well).</i></p> <p><i>Packs were sent home for parents unable to access online learning- alternatively pupils were invited to attend school if they could not access learning at home especially in lockdown 3.</i></p>	<p>SLT</p> <p>SLT</p>	<p>Feb 21 July 21</p> <p>Feb 21 July 21</p>
<p><u>Access to technology</u></p> <p>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> <p>Teachers have laptops that are equipped with webcams (review) 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>HT to purchase additional machines for HT, DHT and 4 members of staff in order to teach remotely and work remotely if the need came.</p>	<p>St Mary's to have access to a further two chrome books to aid home learning for pupils isolating. <i>DFE funded</i></p> <p>Purchased 6 laptops (not with webcams unfortunately) <i>CAST funded</i></p> <p>Purchase 30 Chromebooks, 1 trolley and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. <i>£800 + CAST donation</i></p>	<p><i>Further 25 devices were given to the school from the DFE. All windows devices. 20 to be reconfigured for use in school as old PC's are becoming obsolete. 5 to be reconfigured to use in school by teaching staff.</i></p> <p><i>Being used in some classes- but difficult to use as now webcams.</i></p> <p><i>All being used effectively to increase participation in learning. 35 devices were used in lockdown 3 and 97% of pupils took part in remote learning- mostly online. Teachers led live teaching daily- some teachers led it 3 x a day.</i></p>	<p>SLT</p> <p>SLT</p>	<p>Feb 21</p> <p>Feb 21</p>
				£1300

	Total budgeted cost	£14,360
Contingency spend = £2480 for any further intervention needed (EP support/ HUGS therapy/ Intervention)	Cost paid through Covid Catch-Up	£16,800
	Paid for through CAST central	various
	Cost paid through school budget	none
	Total	£14,320