

Catch Up Premium Plan 2020-21

St Mary's Catholic Primary School

Summary Information					
School	St Mary's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,360	Number of Pupils	417

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.</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.</p> <p>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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lost time in school	
Reading	Although teachers provided a range of reading activities during lockdown, some children did not consistently read, either for pleasure or to practise their fluency. Consequently, assessments carried out in September 2020 show that the gap between the children who read widely and those who do not is growing. Younger children and those with SEND whose reading is not yet fluent have been disproportionately affected.
Writing	The essential practising of writing skills was missed by many children during lockdown. Assessments carried out in September 2020 show a greater proportion of children 'working towards' age-related expectations than previously. Basic writing skills – spelling, handwriting and punctuation – have been particularly affected along with the recall of specific knowledge such as previously-taught Alan Peat sentence types.
Maths	Specific content has been missed, leading to gaps in learning for all children. However, those who regularly practised basic Maths skills such as addition facts, times tables and calculation methods are less affected than those who did not, resulting in a much wider gap between the highest- and lowest- attaining pupils.
Non-core subjects	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 curriculum experiences such as trips and visitors to school.
Overall conclusion: <ul style="list-style-type: none"> • Many pupils have not retained previously-taught concepts and skills. • Many pupils, particularly the younger ones, are unable to articulate responses verbally or express them in writing at age-related expectations. • Early communication skills and language development should be a high priority. • ICT training and improved access to technology are needed to support remote learning to ensure that children, and particularly those who are disadvantaged, do not fall any further behind. 	

Planned expenditure <i>(The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)</i>				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>Supporting great teaching</u> To ensure that teachers and teaching assistants are confident in their use of	Training on the effective use of technology (e.g. Teams) to support remote learning	Microsoft Teams used successfully to provide 'live'	AD/JC/TN	February 2020

technology to support learning, both in the classroom and at home	£500	whole-class and small group lessons.		
To ensure that manipulatives can continue to be used to support children's mathematical understanding despite the limitations placed on schools regarding the sharing of physical resources	Purchase extra manipulatives (e.g. double-sided counters and tens frames) to avoid the need for sharing £600	Additional manipulatives purchased and are being used to support children's mathematical development.	RR	December 2020
<u>Pupil assessment and feedback</u> To ensure that the teaching of new material builds on secure foundations by identifying, through subject-specific assessments, particular areas where pupils have forgotten or misunderstood key concepts	Purchase, administer and analyse standardised tests in Reading and Maths £1500	Assessment results (June 2021) show that progress is being made, and gaps addressed, across all core subjects. A full analysis of pupil attainment and progress across the school will be carried out in July.	RJ	Half-termly
<u>Transition support</u> To aid the transition from EYFS to KS1 for those children not yet 'Year 1 ready' as a result of the period of school closures To support pupils identified as requiring additional mentoring support e.g. for emotional needs or in the development of social skills.	Additional daily support from an experienced Reception teacher Proportion of salary – £8700 Administer questionnaires to all children to help identify those in need of additional support and provide support accordingly Proportion of salary - £3300	This support has been continued – some children are still working within YR curriculum. ST has provided support where this has been needed. Further questionnaires administered and analysed in March 2021.	LR ST	Half-termly February 2021
Total budgeted cost				£14600

ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>One-to-one and small group tuition</u> An effective programme of one-to-one support in phonics and early reading strategies for children in KS1 not yet	One-to-one sessions tailored to the needs of each child Proportion of salary - £14,500	Assessment records continue to demonstrate improvement. A past Y1	SMT	Half-termly

meeting age-related expectations.		Phonics Check will be administered in July 2021 to measure impact and allow planning for September.		
<u>Intervention programmes</u> An appropriate programme to support the language and early literacy skills of Reception pupils	The DfE and EEF have made the Nuffield Early Language Intervention (NELI) programme available to state-funded primary schools. Online training and resources will be available at no cost for schools where additional targeted support for oral language would be particularly beneficial. Additional release time for training to support the delivery of the NELI programme.	The 20-week NELI programme, which was due to begin in Jan 2021, was started immediately after Easter (due to further school closures). The children involved are making progress and will be reassessed on completion of the programme. Further staff trained to support delivery of the programme in Y1.	RJ RJ	July 2021 February 2021
Total budgeted cost				£15940

iii. Wider strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>Supporting parents and carers</u> To support reading at home, the children will have access to an electronic library with a wide range of books to borrow	Subscription to 'Primary eBooks Now' £585	In June 2021, feedback showed that this was being well-used.	RJ	July 2021
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.	Additional online learning resources and subscriptions will be purchased including 'TTRockstars' and 'NumBots' to support the learning and recall of number facts and times tables. £260	All children have access to relevant sites. Children who have been using Times Table Rockstars have improved the fluency and accuracy of their times tables.	RR	Termly
<u>Access to technology</u>				

No child will be unable to engage with online learning opportunities due to a lack of an appropriate device and/or internet access.	Purchase 12 additional laptops for staff use. £5000	Laptops purchased and distributed. Monitoring of lessons and work set showed effective use of ICT.	JC	February 2021
	Laptops and tablets (DfE allocated and school-owned) to be available to be borrowed as needed to support remote learning Additional technician time - £690	Laptops were loaned to children where necessary resulting in improved attendance at online lessons and access to the work set.	AD	February 2021
Total budgeted cost				£6535
Final budgeted cost				£37075
Cost paid through Covid Catch-up Premium				£33360
Cost paid through school budget				£3715