



St Mary's Church of England Primary School

Catch-Up Premium Plan

Summary information					
School	St Mary's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£37,280	Number of pupils	520

DfE 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 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	Education Endowment Foundation (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. 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

	<ul style="list-style-type: none"> ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. However, our children still have an appetite for maths and lockdown has not affected their attitudes to maths. The majority of children are simply behind where they should be in relation to age expectations. Children’s recall of basic skills has been adversely affected. Many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in recent maths’ assessments.
Writing	Most children have lost essential practising of writing skills and there is a lack of fluency in and stamina for writing. However, those who have maintained writing throughout lockdown are less affected.
Reading	Children accessed reading during lockdown more than any other subject area. This was more accessible for families and required less teacher input. However, most children are less fluent in their reading and the gap between those children that read widely and those children who do not has widened further. The bottom 20% of readers have been disproportionately affected.
Non-core	There are now significant gaps in knowledge in other subject areas – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. This means that they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on experiences that enrich the curriculum e.g. trips out and having visitors in school.

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)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> Foundation subject areas 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>The school has limited in terms of its use of physical resources and the sharing of them. Classroom resources and manipulatives to support teaching and learning are accessed regularly in all subject areas, particularly for EYS and KS1.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA required.</i></p> <p style="text-align: right;">£2,000</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">£3,000</p>		<p>RM</p> <p>SF</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u> Teachers have a clear understanding of where gaps exist in learning and they use assessment information to help inform subsequent planning, teaching and learning.</p>	<p><i>Purchase and implement the PUMA & PIRA National Test-style Standardised Assessments suite. Complete termly tests and record assessments on FFT.</i></p> <p style="text-align: right;">£4,000</p>		<p>SB & SF</p>	<p>July 21</p>
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with St Mary's have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Additional time is made to cover the teacher so that they can meet with parents and where possible, undertake home visits with their new starter so that the child is confident when joining St Mary's.</i></p> <p style="text-align: right;">£2,000</p>		<p>AZ</p>	<p>Ongoing</p>
Total budgeted cost				£ 11,000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children's rates of reading fluency will improve. 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 become increasingly confident readers and gaps between them and their peers will reduce.	<i>Teachers will deploy support staff to undertake reading fluency sessions with identified children at the beginning and end of the school day.</i>		EJ/SF	Feb 21
	<i>Additional purchase of texts required to support the reading challenge initiative and encouraging children to read more widely and often.</i> <p style="text-align: right;">£2,500</p> <p><i>Charitable Donations from parents</i> £700</p>		SF	Feb 21
<u>Intervention programme</u> In class support for children in class from additional teacher in core areas to enable children to catch up in core skills. E.g: reinforcing their understanding of basic maths skills and application of number.	<i>Use of additional teacher to work alongside class teacher 3 mornings per week. Support to be rotated around classes where need is greatest.</i> <p style="text-align: right;">£3,000</p>		SB	July 21
<u>Extended school time</u> Identified children in Y6 are able to access additional after school intervention to enable them to catch-up on missed learning and achieve in line with FFT predictions based on their KS1 starting points.	<i>Y6 Booster classes in writing and maths. Teacher and TA to support 20 children who are at risk of not achieving ARE.</i> <p style="text-align: right;">£2,300</p>		SB	Ongoing
Total budgeted cost				£8,500

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording children greater independence and increasing the likelihood that parents can sustain home-learning. 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 online learning. Improving attendance by targeting families where children have not returned to school or where attendance is poor as a result of Covid anxieties.	<i>Additional online learning resources will be purchased, such as Learning Village to support children's learning at home.</i> <i>Spelling Shed?</i> <i>Bug Club?</i> £1,700		SF/SB	Feb 21	
	<i>Home-learning paper packs are printed and ready to distribute. Stationery packs are set aside for children to take home when home-learning occurs.</i> £1,000		SF/SB	Feb 21	
	<i>Additional support from School Home Support Practitioner to liaise with families and sign post them to wider resources.</i> £7,000		AZ	Feb 21	
<u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Purchase an additional 30 Chromebooks. Chromebooks can be used by the children to support the curriculum during extended school support provision. They can also be loaned to parents to support home-learning if needed.</i> £10,080		AC	Feb 21	
<u>Summer Support NA</u>					
Total budgeted cost				£19,780	
				Cost paid through Covid Catch-Up	£37,280
				Cost paid through charitable donations	£700
				Cost paid through school budget	£1,300

