



Catch-Up Premium Plan

St Mary's CE (VC) Primary School

Summary information

School	St Mary's CE (VC) Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,680	Number of pupils	221
Catch-Up Premium Coordinator	Peter Booth		Catch-Up Premium Governor	Elizabeth Green	

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 11.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- 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 quite simply have missed learning.</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.</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.</p>
Non-core	<p>There are now 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	Impact (once reviewed)	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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</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.</i></p> <p style="text-align: right;">(£700)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£2000)</p>		<p>PB</p> <p>RP</p>	<p>Feb 21</p> <p>Feb 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><i>Purchase and implement the Century intelligent intervention tool for home and school use. Complete termly tests and checks and record assessments on Scholar to identify gaps and to track performance.</i></p> <p style="text-align: right;">(£3000)</p>		KF	July 21
<p><u>Transition support</u></p> <p>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>A new prospective of St Mary's is written and published and will be shared with all new-starters. Additional time is made to cover the teacher so that they can have a phone-call meeting with their new starter so that the child is confident in joining. New Reception starters to receive a personalised St Mary's gift.</i></p> <p style="text-align: right;">(£300)</p>		PB/WP	Ongoing
Total budgeted cost			£ 6000	

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 will have significantly increased rates of mathematics fluency and application. They will be able to solve mathematical problems better as a result of being able to mentally make mathematical links. They will be confident mathematics and dips in mathematical attainment will be negated.	<i>Using the National Tutoring Programme, tutors will be found to deliver lessons to ten children. Company to be used is Third Space Learning.</i> (£70 x 10 = £700)		KF	Feb 21
	<i>Additional release time to support the delivery and management of the tutoring.</i> (£100)		PB	Feb 21
<u>Intervention programme</u> An appropriate phonics intervention supports identified children in the EYFS and KS1 in increasing their understanding of phonic decoding at pace – target bottom 20% of classes.	<i>RWI 1-1 tutoring intervention is identified and purchased. All staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Intervention reviewed termly alongside RWI consultant.</i> (£1000)		KF	July 21
<u>Extended school time</u> All children are able to access a new digital reading scheme with accompanying comprehension questions. All children have the opportunity to read widely, with an endless supply of books. Parents are supportive of the using the digital home reading scheme and understand the importance of comprehension.	<i>Pearson's Bug Club digital reading scheme is identified and purchased. All staff are trained in allocating books bands and monitoring comprehension progress. Engagement and progress reviewed weekly by class teachers and English Coordinator.</i> (£1000)		KF	Dec 20
			Total budgeted cost	£2,800

