

Catch-Up Premium Plan

St Michael & All Angels CE Primary School

Summary information					
School	St. Michael & All Angels CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 7200	Number of pupils	87

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	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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ 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 are quite simply, 'behind'.</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. Phonics knowledge/attainment declined over the Summer holidays and is a focus for Year 1 children.</p>
Non-core	<p>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.</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>Year 1 Phonic knowledge gap decreased.</p>	<p><i>Purchase Phonics Bloom and Phonics Play for EYFS/KS1.</i> Extra teaching time on Phonics. Small group of 7 in EYFS – so individual targeted support. Year 1/2 class able to be split due to full time classroom support. Phonic bubbles given to each child to support individual need. Reading books consolidate phonic knowledge</p>		RS/SS	Feb 21
<p>Raise standards in GPS in Year 5/6 through targeted support. GAPS scaled scores increased from September assessment. Higher % making at age related expectations.</p>	<p><i>Year 5/6 teacher to extend contract for the Autumn term by 30 mins once a week in order to plug gaps in GPS knowledge.</i></p>		NB/PG	Dec 20
<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 PUMA, PIRA and GAPS assessments. Complete termly tests and record assessments on MARK to identify gaps and track performance.</i></p>		All staff	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at St Michael & All Angels have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Staggered start to term for all year groups. Previous teacher supported the new teacher.</i> <i>Home visits for EYFS children and welfare calls for new starters.</i></p>		NB/RS	August 2020
<p>Children in KS1 settle quickly into class. Able to express worries and concerns.</p>	<p><i>Individual Play-doh purchased for children to be able to express themselves through play.</i></p>		JW/SS	ongoing

<p>Autumn 2021 more successful transition into Year 1 due to activities and expectations which encourage readiness for subsequent year group.</p>	<p><i>EYFS/Yr 1/2 are in the same bubble so able to access resources from both classes. Friday afternoon is a shared afternoon.</i> <i>EYFS teacher to team teach with Yr 1/2 teacher in Summer term to ensure that children are ready for Year 1 and Year 1/2 teacher has good knowledge of the attainment of the children.</i></p>		RS/SS	Summer term 2021
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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. 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 be confident readers and dips in reading attainment will be negated.</p>	<p><i>An LSA Catch up support worker will be employed (Nov –July) to support KS2 children on a Tuesday and Thursday afternoon</i></p> <p><i>An LSA catch up support worker will be employed for 3 weeks 30th Nov – 18th Dec to provide 1:1 /1:2 support children in Maths and English in Year 3</i></p>		NB/SW	Feb 21
<p><u>Intervention programme</u></p> <p>Numeracy intervention, supports identified Year 5/6 children in reinforcing their understanding of place value, basic maths skills and application of number.</p>	<p><i>An LSA Catch up support worker will be employed (Nov –July) to support KS2 children on a Tuesday and Thursday afternoon</i></p>		NB/SW	Feb 21
<p><u>Extended school time</u></p> <p>Year 6 children are able to access a weekly catch-up club (1 hr per week from January 2021). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and attendance to the club is high.</p>	<p><i>Headteacher and Yr 6 teacher to run after school club once a week for targeted support. Snacks provided.</i></p>		NB/LJ	ongoing

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><i>Additional online learning such as Spelling Shed and will be purchased so that children can practise spellings and at home.</i></p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. Target Maths exercise books purchased for Years 1-6.</i></p>		<p>NB</p> <p>NB</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>Teachers have laptops/ipads that are equipped with webcams 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><i>Webcams are purchased for each class to allow staff to continue teaching if they need to self-isolate.</i></p>		JW	Dec 20
<p><u>Summer Support</u></p> <p>NA</p>				