

Catch-Up Premium Plan

St Paul's CE Primary School



Summary information					
School	St Paul's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£21280	Number of pupils	266

Guidance

Children and young people across the country have experienced unprecedented disruption to their education because 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 from FS2 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	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. Children still have enthusiasm for maths and lockdown has not affected this however, due to the content having to be taught in a different way, they are 'behind.'</p> <p>Recall of basic arithmetic skills has suffered – children are not able to confidently recall key number facts, bonds and timetables and have not retained once taught calculation strategies, thus making application to reasoning and problems solving activities a challenge.</p> <p>General stamina and work rate was an initial issue. Working independently has been a challenge for younger children.</p>
Writing	<p>Children have lost some fluency in their writing. Those who have maintained writing throughout lockdown are less affected, however those who did not write much are having to work additionally hard on writing stamina and improving their motivation due to their lack of fluency in their ability to write.</p> <p>Additional support on handwriting by going over previously taught formation patterns will need to be taught.</p> <p>Work will also need to be done on spelling – focussing on common exception words and spelling patterns within English Units.</p> <p>Basic punctuation has needed to be readdressed. Working independently has been a challenge for younger children as has general stamina and work rate for longer pieces of writing.</p>
Reading	<p>Reading was more accessible at home as parents are used to reading with their children, an activity they are familiar with. However, this has been inconsistent across school with some children not accessing regular phonics within EYFS and KS 1 and reading to an adult and discussing texts in depth with an adult in KS 2. Again, stamina and fluency to read longer texts and concentration unpick texts has been affected.</p>
Social and Emotional	<p>Generally, children have been happy to return to school. Some children are having extra support with separation from adults, anxiety around the virus, controlling emotions and social interactions. Children's social skills have taken a knock during lockdown as they have been socialising in a different way through technology with each other. Fall out between groups have occur as children wanting their own way has increased and they lack the social skills to resolve issues between themselves relying on adult intervention which they have been used to receiving whilst at home.</p> <p>Concentration and resilience levels have seen a dip as children are used to their needs being met sooner when in a small family unit rather than a class of 30 other children. Children are becoming tired throughout the day as more demands are made on them then during lockdown.</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 related whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Effective diagnostic assessment... Teaching assessment and feedback:	NTS Assessments from Y2 to Y5 – Reading Maths £687 Salford Reading Tests Nessy – Dyslexia Dynamo Maths – Mathematical delay and dyscalculia	Monitor and evaluate progression in assessments from December assessments to those in July.	LC	July 21
Supporting remote learning... Ensuring equity of access for all:	DfE (Department for Education) Laptop Scheme to support families during remote learning implemented in school. Also, to use additional devices to support interventions in school.	Families not inhibited by lack of resources to access remote learning.	SW	Termly
Focusing on professional development Supporting great staff:	HLTA to lead on Mental health training for staff and well-being lead (linked to AcSEED award). £14488 (Funding for this role impacts and is included across all three areas of planned expenditure)	Staff will be well equipped to support own and pupils well-being needs and how to access support	LF	July 21
Total budgeted cost from catch-up premium				£687

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
High quality 1-to-1 and small group tuition	Tutor Trust – Year 5 and 6, 24 pupils – 1:3 ratio £1440	Monitor and evaluate progression in assessments from December assessments to those in July.	LR	July 21
HLTA to deliver and assess planned, specific, and timed interventions. The aim is to facilitate the children to develop their key skills in order to progress towards end of year expectations	HLTA intervention groups- Fluency (reading) Well-being/ social communication interventions – Lego therapy Maths small group work – core work on number and fluency in mathematics SALT interventions £14488 (Funding for this role impacts and is included across all three areas of planned expenditure) Interventions and support is being implemented across school (met by other resources/budget beyond catch up premium)	Monitor and evaluate progression in assessments from December assessments to those in July.	LR	July 21

Planning for pupils with SEND... Intervention programme	Dynamo Maths Nessy Additional SALT resources to support plans Adapted resources for home learning – access to subscriptions, behaviour charts/routines/ practical resources. Laptops available within school.	Pupils with SEND (Special Educational Needs and Disabilities) needs able to access remote learning. One Page Profile reviews demonstrate progression against targets set	LC	Termly
Total budgeted cost from catch-up premium				£15928

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Ensuring access to technology... Enabling all learners equal access to the provision:</u>	Expansion of access to technology in school by purchase of additional set of 30 Chromebook and trolley. To provide increased access to resources to support learning across the curriculum. £5959.90	Greater access to technology to support wider curriculum. Impact on specific aspects e.g., multiplication check Y4	SW	Termly
<u>Supporting pupils' social, emotional and behavioural needs...</u>	HLTA Targeted emotional well-being support/sessions for individuals and groups of pupils throughout school as part of recovery support/curriculum. Mental health workshop for parents Lego Therapy sessions to support language and communication and social skills development Updated website- well-being section signposting support £14488 (Funding for this role impacts and is included across all three areas of planned expenditure)	Pupils able to access learning effectively. Pupils emotional health well-being impacted by Covid-19 (and other factors) to have improved. School to attain AcSEED award	LF	Termly
Total budgeted cost from catch-up premium				£5959.90