

Catch-Up Premium Plan - St Peter's CofE Primary School

Summary information					
Academic Year	2020-21	Total Catch-Up Premium	£23k in total, and £13k in this financial year.	Number of pupils	284

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"> <input checked="" type="checkbox"/> Supporting great teaching <input checked="" type="checkbox"/> Pupil assessment and feedback <input checked="" type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> One to one and small group tuition <input checked="" type="checkbox"/> Intervention programmes <input checked="" type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Supporting parent and carers <input checked="" type="checkbox"/> Access to technology <input type="checkbox"/> Summer support

Identified impact of lockdown

Autumn assessment results	<p>Reception</p> <ul style="list-style-type: none"> • Not as badly affected and on track for decent results at the end of the year. <p>Year 1</p> <ul style="list-style-type: none"> • Although we want Reading and Writing to be higher, Maths is the area of greatest need. <p>Year 2</p> <ul style="list-style-type: none"> • Below where they were at the end of Reception in all areas. <p>Year 3</p> <ul style="list-style-type: none"> • Maths ok. • Reading and writing in dire need of catch up. <p>Year 4</p> <ul style="list-style-type: none"> • Maths, Reading and Writing in dire need of catch up. <p>Year 5</p> <ul style="list-style-type: none"> • Below previous targets, but not so bad. <p>Year 6</p> <ul style="list-style-type: none"> • Need support across all subject areas.
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>
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 affected.</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>

	INTENTION	IMPLEMENTATION	IMPACT	0
TEACHING	<i>What?</i>	<i>Initial how?</i>	<i>Measuring impact?</i>	
KS2 writing	Ensure the teaching and assessment of writing in KS2 is the best it can be with more frequent observations and coaching/mentoring.	Release time for Tori Dye to work with KS2 staff. [12 x half day release]	KS2 writing attainment - progress from baseline towards targets. Monitored by SH	£1,080
FS/KS1 reading and writing	Ensure that teaching is focussed on the 'Learning to Write' and 'Learning to Read' policy with weekly observation and coaching/mentoring.	Release time for CAH to work with staff. Leadership course for CAH to ensure effectiveness. [24 x half day release + £1,080 course]	FS and KS1 reading and writing attainment - progress from baseline towards targets. Increased effectiveness of CAH. Monitored by PL	£2,160
Maths	Ensure the teaching and assessment of maths in KS2 is the best it can be by providing time with maths leader when needed/picked up in monitoring.	Release time for Kelly Back to work with staff. [6 x half day release]	Maths attainment - progress from baseline towards targets. Monitored by SH	£540
Maths	Improve teachers pedagogy in teaching maths	Supply costs for maths courses [18 days]. The courses are free and these are the only staff not to have completed them.	Improvement in teaching for three teachers. Impact on attainment in these classes.	£2,700
	INTENTION	IMPLEMENTATION	IMPACT	
INTERVENTION	<i>What?</i>	<i>Initial how?</i>	<i>Measuring impact?</i>	
KS2	Mentoring from school staff before or after school.	Following gap analysis, mentoring targeted to where it will have the greatest impact.	Progress from baseline targets towards Age Related Expectations. Monitored by SH	£2,766
KS1	Mentoring from school staff before or after school. Priority to reading.	Following gap analysis, mentoring targeted to where it will have the greatest impact.	Progress from baseline targets towards Age Related Expectations. Monitored by PL	£2,766
Money for Tuition partners	25% subsidy needed for this.	TBC	TBC	£3,000.00
	INTENTION	IMPLEMENTATION	IMPACT	
EXTRAS	<i>What?</i>	<i>Initial how?</i>	<i>Measuring impact?</i>	
Edukey	IEP writing tool to improve IEPs and save time	Purchase online	Quality of IEPs. Ease of securing SEND evidence. Impact of IEPs on progress. Monitored by AF,	£920.00
COVID costs	Additional costs from COVID-19 - products	Cleaning products, hand gel etc.	Does it stop the spread of COVID-19?	£3,000.00
Meal Time Assistants	Need for more lunchtime staff due to bubbles	Extra spending on MTAs - £325 pw currently	Are staffing levels safe at lunchtime. Monitored by VS	£4,500.00

SEMH support	Additional support from Bev Cawthera due to increased workload.	6 half days x £90	Are all pupils ready to learn? Monitored by SLT	£540.00
--------------	-----------------------------------------------------------------	-------------------	-------------------------------------------------	---------