

Catch-Up Premium Plan

St. Mary's Catholic Primary School

Summary information					
School	St. Mary's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,960	Number of pupils	212

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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

Identified impact of lockdown	
Maths	Although the lockdown has not affected our pupils' attitude to learning, specific content has been missed - leading to gaps in knowledge. Our baseline assessments show that recall of basic skills has suffered. Pupils are not able to recall some addition facts, multiplication tables facts and they have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. We have identified pupils in each class who are working below the expected standard.
Writing	Although pupils have been writing over the lockdown, they have lost essential practise of writing at length according to a set success criteria. Grammar, Punctuation and Spelling assessments have shown that there are gaps in knowledge affecting the fluency of writing. 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.
Reading	Baseline assessments in Early Years and KS1 have shown that there are gaps in phonetic knowledge. We see it as vitally important to close these gaps if pupils are to make progress in their reading. Assessments in KS2 have highlighted pupils in each class who will need support in developing reading comprehension skills.
Non-core	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 curriculum experiences e.g. visits, visitors, investigations, handling artefacts in History and aspects of our enquiry approach.
SEMH	Social, Emotional and Mental Health (SEMH) Some pupils have found it very difficult transitioning back to school and have needed additional emotional support. We have been contacted by additional parents requesting SEMH support for their child.

Planned expenditure

i. Teaching and whole-school strategies

Intended outcome	Chosen action/approach	Evaluation/Impact (July21)	Staff lead	Date complete
For teachers to have a clear understanding of all knowledge gaps in their class.	Baseline assessments for all pupils (Year 1 to Year 6). Tests to include Maths, Reading, Writing, Grammar, Punctuation & Spelling and Phonics). Pupils in Reception will take the Language Link assessment as well as a baseline test. Tests will be analysed and used to identify who class gaps in knowledge as well as more individual needs. Class teachers will meet with the Senior Management Team (SMT) and plan appropriate support.	Analysis of data was used to plan appropriate, specific support for each class and individual pupils.	SMT	Sep20
For all teaching staff to have a good knowledge and understanding of how to help close these gaps.	Training for all staff INSET Day: Focus Education. 'Helping to Bridge the COVID-19 Curriculum Gap.' Pupil Progress Meeting with SMT, to plan support.	Pupil progress meetings, with our SMT, showed that teachers had a better knowledge and understanding of how to effectively bridge specific gaps.	SMT	Sep20
Maths: To improve recall of number facts including multiplication tables. To fill any gaps in knowledge not covered during the lockdown.	All staff to practise/recall number facts at the start of every lesson (10 minutes). Purchase Rock Stars Times Tables to engage pupils in learning their xTables. Each class (Years 2 to 6) will have a weekly session in our ICT Suite followed by practise at home. All Maths lessons to begin with a recap of learning from the previous year (to be considered in planning).	Year 4 Multiplication Tables Check: Our average score for the class was 20.5 (this was above the average score for our network of Catholic schools). End of year assessments showed improvements in arithmetic scores (all year groups).	Maths Lead	Aut20 Spr21
Writing: To provide further opportunities for pupils to write in other curriculum areas practising basic skills.	Identify meaningful links with other curriculum areas – update Curriculum Overviews. Teachers	All Curriculum Overviews have been updated with meaningful links. Monitoring	SE	Sep20

	to insist on high standards of Basic Skills across all curriculum areas.	showed high standards across all books. Some pupils still need support with their Writing and this will be a target in next year's SDP.		
To fill any gaps in knowledge – grammar, punctuation and spelling.	Renew subscription of SPAG.com. All classes (Years 2 to 6) to be timetabled in the ICT Suite once a week to work on any areas missed during the Summer Term 2020.	All classes completed these catch-up sessions. 90% of pupils Met the expected level by the end of KS2 (50% Exceeded). 80% Met the expected level by the end of KS1 (40% exceeded).	SMT	Aut20
Phonics: To fill any gaps in knowledge through daily high quality lessons and regular opportunities for recall.	Purchase a new phonics teaching programme: Story Time Phonics to support the teaching of 'Letters and Sounds.' Daily phonics lessons in Nursery to Year 6. Year 3 to recap on phonics daily linking to spelling patterns. Years 4 to 6 to recap on phonics when introducing new spelling patterns.	Monitoring showed that 'Story Time Phonics' is being used effectively in each class. All Year 2 pupils met the expected standard in the Phonics Screening Check.	English Lead	Aut20
Reading Comprehension: To improve teachers' knowledge of the 6 reading domains. To develop reading comprehension skills in each class using the 6 domains.	Teacher training on the 6 reading domains using the VIPERS approach. Weekly reading comprehension lessons in each class with a focus on these domains.	Following training, all teachers are using this approach in weekly comprehension lessons. As a part of PPMs, teachers were able to say what pupils need to improve in each reading domain.	English Lead	Sep20
To cover any topics missed (foundation subjects) due to the lockdown.	All Subject Leads to identify topics missed (part of a Staff Meeting). To use holiday homework to cover topics missed with a clear focus on the learning objectives for this unit of work e.g. The Vikings (Yr5). All foundation lessons to start with a recap of previous learning.	From September 2020, Google Classroom was used to deliver live lessons and teaching activities across all areas of the curriculum. Missed content from the Summer 2020: Key	Subject Leads	Aut20

	Purchase Google Classroom: In the event of another lockdown, use this platform to set weekly work that pupils would cover in class.	knowledge was covered through holiday homework set through Google Classroom - including the use of Oak Academy lessons.		
To develop pupils' awareness of mental health and wellbeing.	To purchase a new PHSE scheme (Jigsaw) that develops pupils' Social, Emotional and Mental Health Needs (weekly lessons). All pupils to take part in the Take 5 Wellbeing Festival in September covering activities such as Mindfulness, yoga etc.	Following training, all teachers are now using this scheme each week.	SMT	Sep20
To develop pupils' Basic Skills through home learning	Purchase CGP Catch-up packs for each class	These resources were purchased and used as homework Catch-up activities.	SMT	Sep20
Total budgeted cost				£5,510

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Evaluation/Impact	Staff lead	Date complete
To enable pupils who have fallen behind in Maths to catch-up.	Train further TAs (and a Catch-up Co-ordinator) so that we are able to support pupils using the Catch-up Maths 1:1 intervention in each class. Purchase the Dynamo maths program for any pupils who are significantly below the expected level. After school catch-up group (Year 6).	All pupils who took part in these interventions made accelerated progress (as evidenced by assessments). Average progress was 11.2 months (over 1.5 terms).	SMT	Aut20 Spr21
To identify gaps in grammar, punctuation and spelling (GPS) and use interventions to fill these gaps.	After school grammar and punctuation booster groups. All TAs to be trained in using Precision Teaching to support individual spelling needs.	All classes completed these interventions. 90% of pupils Met the expected level by the end of KS2 (50% Exceeded).	SMT	

		80% Met the expected level by the end of KS1 (40% exceeded).		
To ensure all pupils meet the expected standard in phonics.	KS1: Before school Phonics booster group.	All Year 2 pupils met the expected standard – Phonics Screening Check.	SMT	Aut20
Reading Comprehension: To develop reading comprehension skills in UKS2 using the 6 domains. Supporting lower ability pupils to catch-up.	UKS2 after school booster groups (to be led by teachers).	Teachers are using this approach in weekly comprehension lessons. 83% of pupils Met the Expected standard by the end of KS2 (50% Exceeding). 57% of SEN pupils Met the Expected standard in Reading.	SMY UKS2 Teachers	Spr21
To reduce the attainment gap between our disadvantaged pupils and their peers.	National Tutoring Programme – targeted Pupil Premium pupils identified in each class.	All Pupil Premium pupils who received National Tutoring support made good progress (excluding one pupil with low attendance). Some disadvantaged pupils still need a lot of support and this will remain a target for the next academic year.	SMT	Spr21
Total budgeted cost				£9,960

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Evaluation/Impact	Staff lead	Date complete
<u>Supporting parents and carers</u> To develop our online learning so that resources, for all subjects, are available in one place – Google Classroom. Ensure all parents are confident in using this new platform.	Purchase Google Classroom. Provide parents with information of how to use it and offer support if needed. CGP paper packs are printed and ready to distribute for all children. Stationery packs are	Google Classroom is now being used effectively in all classes and we will continue using it to set homework activities. Individual parents	SMT	Aut20

To provide 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.	to be purchased and set aside for children to take home when home-learning occur.	were given support to access the platform when needed. Parents were provided with paper copies if needed.		
<u>Access to technology</u> To purchase additional laptops so that teachers, and disadvantaged pupils, are able to access Google Classroom and other remote learning.	Cost of x5 additional laptops.	These pupils were provided with laptops and they are now using them to access activities through Google Classroom.	SMT	Aut20
Total budgeted cost				£1,500
			TOTAL COST	£16,970
			Cost paid through COVID Catch-up	£16,960