



# Catch-Up Premium Strategy 2020-2021

## St Mary's CE (Aided) Primary School

### SUMMARY INFORMATION

Total number of pupils:	211	Total catch-up premium budget:	£9,800
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### 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 Year 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

IDENTIFIED IMPACT OF LOCKDOWN	
<b>Maths</b>	Specific content from the previous year has been missed, leading to gaps in learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Recall of basic skills has suffered and children have forgotten previously taught calculation strategies. This is reflected in arithmetic assessments and reasoning assessments through the poor application of knowledge to problem solving.
<b>Writing</b>	Throughout school, baseline assessments showed a significant decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted an understanding of punctuation, spelling and grammar rules had been forgotten by a significant number of pupils, thus inhibiting the children's ability to write with ease and fluency. Children's stamina for writing has been significantly diminished. Early Years baselines have shown that children's physical development skills have been impacted on and this will have an impact on handwriting/writing skills. The quality of handwriting across school has been affected. The writing aspect of the curriculum has

	been impacted the most by the home learning, completing writing was one of the more difficult things for parents to support with at home.
<b>Reading</b>	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children's 'reading miles' and therefore their progress and level of fluency has been impacted significantly. EYFS & KS1 Phonics – pupils have received an interrupted programme during lockdown. Resources and materials at the correct level and in the correct sequence were very difficult to replicate.
<b>Non-core</b>	The wider curriculum has suffered significantly with some units of work being missed. With children being at home for a a long period of time, this has meant that the children have missed a large proportion of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore, it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
<b>Emotional and Wellbeing</b>	Children's experiences from March 2020 will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school was incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

**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**

<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (Once reviewed)</b>	<b>Staff lead</b>	<b>Review Date</b>
<p><b>To use technology to support teaching and learning and enhance pupil progress:</b></p> <p>Activities and work set so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.</p> <p>Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally so that all pupils have access to high-quality education when remote working.</p>	<p>Through this funding we have purchased Learning By Questions (LBQ) licenses for teachers in school to support teaching &amp; learning and enhance pupil progress.</p> <p>We have two staff in school who are LBQ Ambassadors who will lead the implementation of this learning platform into all relevant classes. In addition, they will also lead training for all relevant class</p>		<p>SD and SC</p> <p>SD and SC</p>	<p>On going</p> <p>On going</p>



<b>Budgeted Cost</b>				<b>Total</b>	<b>£2400</b>

<b>ii. Targeted approaches</b>					
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (Once reviewed)</b>	<b>Staff lead</b>	<b>Review Date</b>	
Year 6 identified as Autumn Term priority for catch up support.	Catch up sessions with additional teacher		SD and PH	On going	
Year 2 identified as Autumn Term Priority for phonics catch up support.	Catch up sessions with additional teacher		JH and PH	On going	
Additional time for targeted ELSA support for those children who have been significantly impacted by Covid -19	ELSA trained Teaching assistant available additional to their additional duties,		NH and PH	On going	
<b>Budgeted Cost</b>				<b>Total</b>	<b>£2500</b>

<b>iii. Wider Strategies</b>					
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (Once reviewed)</b>	<b>Staff lead</b>	<b>Review Date</b>	
Purchasing of 30 devices to support LBQ and remote learning	Catch up sessions with additional teacher		PH	July 2021	
<b>Budgeted Cost</b>				<b>Total</b>	<b>£2800</b>