

Catch-Up Premium Plan

St Cuthbert's C. E Primary School

Summary information					
School	St Cuthbert's C.E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£22,080	Number of pupils	290

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 years reception through to 11.</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 ➤ 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. Areas such as fractions, decimals and percentages also show clear gaps in knowledge in year 5 and 6 where children are required to complete calculations with them.</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. This has been evident in writing assessments in years 2 and 3 particularly.</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 have lost some fluency in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading Benchmarking assessments have shown</p>
Phonics	<p>KS1 indicated that a focus needed to be placed on phonics with significant gaps in Phase 3 and Phase 5 sounds. Initial assessments of year 2 children in Sept 2020 showed only 36% of children would pass the Phonic screening.</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>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional time to attend online courses etc.</i></p> <p style="text-align: right;">(£350)</p>		DB	Feb 21
<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>Learning support assistants to receive further training on the use of Benchmarking to assessment and monitor progress in reading.</i></p> <p style="text-align: right;">(No additional costs incurred)</p>		PG/LW	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St Cuthbert's have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>New school website created to improve accessibility and communication during possible closures. Also a platform to upload school tour videos for all new-starters-particularly EYFS. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining QB.</i></p> <p style="text-align: right;">(£750)</p>		JH	Ongoing
<p><u>Whole school structure</u></p> <p>Children to be taught in single year groups (2 classes per year group) and with numbers less than 24 in each class. This give great social distancing for staff and also supports the targeted identifying and teaching of gaps in subject knowledge.</p>	<p><i>School set up as a two-form entry school following building work that created 4 new classrooms. This allows for 2 additional teacher to be employed creating straight year group class sizes all less than 24 (pre-build all classes were 30+ with all but year 5 as mixed year groups)</i></p>		JH	Feb 21
Total budgeted cost				£ 1,100

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, phonics and inference. 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>A Year 3 and 4 Teaching assistant to lead reading inference and fluency work alongside supporting with Benchmarking</i></p> <p><i>(£8,850)</i></p> <p><i>Set up daily short phonic interventions in Year 1 delivered by trained TA to begin week commencing 4/01/21</i></p> <p><i>(£1,500)</i></p> <p><i>Additional PPE and cleaning equipment purchased to enable intervention across phases.</i></p> <p><i>(£85)</i></p>		<p>PG/JC</p> <p>JW</p> <p>AC</p>	<p>Feb 21</p> <p>April 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as skills check reviews, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>An intervention is identified and used. 2 Teaching assistants within Key stage 2 are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>(£6,000)</i></p>		PG/DB	July 21
<p><u>Well-being programme</u></p> <p>Identified children will feel safe and supported in their transition and remaining in school following the lock down and isolation periods. Children, during this time, who have suffered other family turbulence will have a support programme in place to enable them to manage their emotions and deal with any consequences.</p>	<p><i>Use of ELSA trained teaching assistant to work 1:1 or with small groups during the afternoons across the school to support in providing resources and 'time to talk'.</i></p> <p><i>(£8,000)</i></p>		PG/ CR	Ongoing
			Total budgeted cost	£ 1,100 £24,435

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. 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.	<i>Additional online learning resources have been planned and uploaded on to Blendspace. Teacher have had release time allocated to plan and upload resources.</i> <i>Home-learning paper packs are printed and ready to distribute. Stationery packs are also available and set aside for children to take home when home-learning occurs.</i>		JH/PG	Feb 21
			SS/AC	Feb 21
<u>Holiday support</u> Children (particularly of key workers) are able to bring their child into school to take part in sports provision. This allows parents to continue working but also enables children to remain active and take part in safe social activities.	<i>Metcalf sports to provide sport holiday club care for children based at the school during half term, Easter and summer holiday periods. Parents fund the place for their child with the school picking up any shortfall due to the limited numbers allowed to attend (bubbles of 15)</i>		JH/JT	Feb 21
			AR	Feb 21
<u>Access to technology</u> Teachers have laptops 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.	<i>Purchase 2 laptops and 8 iPads. This will enable the existing stock of laptops to be allocated to teachers giving them easier access to uploading documents and resources to support home learning</i>		AS	Feb 21
			Page 1	£ 1,100
			Page 2	£24,435
			Page 3	£ 6,050
Total budgeted cost				£31,585
			Cost paid through Covid Catch-Up	£22,080
			Cost paid through school budget	£9,505

