



## St Michael's Primary School

### Catch-Up Premium Plan

Summary information					
School	St Michael's Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,760	Number of pupils	195
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 <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 has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an enthusiasm for maths and lockdown, for most, has not affected their attitudes although some returned less confident in their abilities. Children are quite simply, 'behind' due to the amount of time out of school. Recall of basic skills has suffered – children were not able to recall addition facts, times tables and had forgotten once taught calculation strategies. This was reflected in arithmetic assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, Punctuation and Spelling 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.
<b>Reading</b>	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 by lockdown.
<b>Non-core</b>	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. Children have been less active throughout lockdown which is having an adverse effect on their health and fitness.



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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p> <p>For all children to be able to access appropriate technology in order to continue with their learning in the event of a bubble closure or lockdown</p> <p>Children to increase writing stamina and be engaged and enthusiastic towards their writing</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p><b><i>(£1000)</i></b></p> <p><b><i>Purchase additional manipulatives.</i></b></p> <p><b><i>(£100)</i></b></p> <p><b><i>Teachers teach children how to use google classroom – 1:1 support if necessary during lockdown</i></b></p> <p><b><i>Training for English Lead and Year group teachers focussed on how to teach transition units, focus on the revision of objectives from previous year group that may have been missed due to lockdown</i></b></p> <p><b><i>Purchase of teaching sequences and transition units.</i></b></p> <p><b><i>Purchase of books to support the new transition units.</i></b></p> <p><b><i>(£200)</i></b></p>			
<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><b><i>Purchase and implement the NFER Standardised Assessments for reading. Complete termly tests and record assessments on marksheets to identify gaps and on Insight to track performance.</i></b></p> <p><b><i>White Rose assessments used to assess understanding and identify gaps in knowledge and skills in maths</i></b></p> <p><b><i>Subscription to Testbase to build bespoke assessments and to support the teaching of the gaps in children's knowledge</i></b></p>			



<u>Transition support</u>  Children who are beginning their schooling with St Michael's have an opportunity to become familiar and confident with the setting before they arrive.	<i>Individual meetings between teachers and parents to share information about their child</i> <i>Introductory meeting held with all parents by the Head and Class Teachers</i>			
		<b>Total CU budgeted cost</b>	<b>£2600</b>	<b>School budgeted cost</b> £0
		<b>Total budgeted cost</b>	<b>£2600</b>	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency. 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.  Identified children will have significantly increased rates of mathematical fluency and improved writing standard. Curriculum knowledge gaps in English and maths will be addressed.	<i>Teaching Assistants to hear bottom 20% of the readers</i>  <i>(£7000pa)</i>  <i>Additional PPE (screen) purchased to enable intervention across bubbles.</i>  <i>(£60)</i>  <i>Two teachers to be employed, one teacher to work with Years 3, 4 and 6 three mornings per week and one teacher to work with Years 1 and 2 for two mornings per week.</i>  <i>(£7250)</i>  <i>One teacher to be employed to support children in Year 5 every morning</i>  <i>(£1870 + £14360 school budget)</i>			



	<p><b>Apprentice Teaching Assistant to work in Reception class every afternoon (except Wed) to support those with identified needs.</b> <b>(£5000)</b></p>			
<u>Intervention programme</u>	<p>An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate reading intervention supports those identified children in improving their reading fluency skills.</p> <p>Improved engagement and attitude to learning and self-esteem</p> <p>A speech and language programme that supports children to develop their communication skills. Deficit in Speech and language skills negated.</p>	<p><b>Power of One, Power of Two interventions identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</b> <b>(£200)</b></p> <p><b>Toe-by-toe books purchased and Read, Write Inc interventions to take place.</b> <b>(£200)</b></p> <p><b>Breakthrough mentor and play therapist for identified children to reintegrate them into the classroom so that they are displaying positive behaviours</b> <b>(Br£350 + PT £1800 = £300 +PP£1500)</b></p> <p><b>WellComm Primary and WellComm Early years programmes purchased. TAs to screen identified children and run bespoke interventions. DH/SENCO to train TAs in the use of the programme.</b> <b>£900</b></p>		
<u>Extended school time</u>				
		<b>Total CU budgeted cost</b> <b>School budgeted cost</b>	<b>£11130</b> <b>£28130</b>	
			<b>Total budgeted cost</b>	<b>£39260</b>



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.  Children reading at home at least 4 times a week.  Parents are supporting their children at home with their learning	<p><i>Additional online learning resources will be purchased, such as Oxford Owl Online Reading Subscription to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. Numbots subscription purchased to support maths in the Early Years and Year 1.</i></p> <p><i>£730</i></p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p><i>£50</i></p> <p><i>Reading Incentive Scheme with certificates and prizes to encourage engagement to read at home.</i></p> <p><i>£200</i></p> <p><i>Parent Support Advisor to offer support and advice to parents regarding routines and behaviours at home</i></p> <p><i>£2050</i></p>			
<u>Access to technology</u>  During lockdown and bubble closures, children can access devices so that they continue to learn at home via Google Classroom in line with the Remote learning offers.  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning	<p><i>Purchase 4 laptops. They are to be used to further support online access to resources for the children accessing extended school time.</i></p> <p><i>£1050</i></p> <p><i>Purchase laptops. This will enable the existing stock of laptops to be allocated to teachers. Laptops can now be used by the children to support the curriculum. They</i></p>			



with increased capacity to share resources and communicate learning to children.	<i>can also be loaned to parents to support home-learning if needed.</i>  <i>£4500 from budget</i>			
<u>Summer Support</u> NA				
				<b>Total CU budgeted cost</b> <b>£2030</b> <b>School budgeted cost</b> <b>£6550</b>
				<b>Total budgeted cost</b> <b>£8580</b>
				<b>Cost paid through Covid Catch-Up</b> <b>£15760</b>
				<b>Cost paid through PP</b> <b>£1500</b>
				<b>Cost paid through school budget</b> <b>£32280</b>
				<b>TOTAL COST OF CATCHUP</b> <b>£49540</b>