

Catch-Up Premium Plan St John and St James C of E Primary School

Summary information					
School	St John and St James C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£24, 560	Number of pupils	307

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. 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.</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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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> <ul style="list-style-type: none"> ➤ Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time Wider strategies ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	<p>During the lockdowns, the majority of children were accessing a remote curriculum, whilst teachers used a range of media, including white rose and Oak Academy resources, they were unable to access the concrete manipulatives that helped them to understand new concepts. The inability to grasp a deeper, secure understanding has led to gaps in learning and lack of confidence. Children are enjoying the practical learning back in the classroom, but</p>

	remain behind where they would otherwise have been, often having to reteach previous objectives that were not secure. Recall of basic skills has suffered – children are not as able to recall addition facts, times- tables and some once taught calculation strategies. This is reflected in the latest assessments and Maths No Problem termly tests.
Writing	Children have used devices to create and submit writing throughout the recent lockdown, there have been less opportunities to practise writing skills and build writing stamina. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Many have had to work additionally hard since the return on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed Daily phonics lessons and video tuition through RWI, during the latest lockdown. Non- fluent readers found this particularly challenging and 1-1 tuition has been implemented to catch up since 8 th March. Due to the COVID restrictions, KS1 children have been unable to access their usual phonics groupings due to bubble restrictions. This has meant larger groups and less differentiated materials, preventing accelerated progress. With low motivation and less monitoring, many KS2 children are less fluent in their reading and reading stamina has been greatly reduced , the gap between those children that read widely and those children who don't is now increasingly wide. The most deprived families without access to quality texts and reluctant readers have been disproportionately affected.
Wider Curriculum	There are significant gaps in knowledge – whole units of work have not been taught and some taught remotely without access to the resources and activities children would have had in the classroom, 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.

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?
Through assessment and coaching strategies for planning and teaching core 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. There has also been a focus on explicitly teaching reading skills as part	Additional release time for leaders to support teaching and learning using a coaching approach. (£6,240)	May 2021 - This has begun to have an impact on the quality of planning and questioning, increasing pupil engagement and positive learning behaviours.	JW/ JN/ PC	July 2021 Aut 2021
	Purchase of additional resources for RWI online to support teaching of early reading (£2,200)	Pupils are back on track with 72% of Y1 pupils now expected to achieve national expectations in PSC in Autum 2021.	KT/JW	July 2021 Aut 2021

<p>of destination reader. Catch up reading interventions will be in place to help children develop motivation and stamina of longer texts.</p> <p>Planning for core subjects will be adapted using teacher's on-going assessment and summative assessments, meeting the children where they are with clear NC end points.</p> <p>Manipulatives are accessed regularly in Maths to support conceptual understanding and bridge gaps to begin new units of study.</p>	<p>Retain support staff on FT contracts in order to provide support for teaching and learning. (£18,624)</p>	<p>Those who have fallen behind are receiving daily support and more children are successful in summative tests. Additional support staff increase capacity for closing gaps as identified in question level analysis.</p>	<p>HB/JN</p>	<p>July 2021</p> <p>Aut 2021</p>
<p>Ensure that all staff know the best strategies to support children's learning.</p>	<p>Staff training and CPD focused on the best ways to ensure children are remembering more. Tom Sherrington Walkthru package purchased and used systematically in staff training. (£2,946)</p> <p>Coaching through New Wave Hub has support all those delivering RWI</p>	<p>June 2021 - Launch of Walkthru materials. Appraisal 'observations' moving to a coaching model.</p> <p>Confidence has once again improved in teaching RWI, resulting in more pupils making greater progress from R –Y2, this is evidenced in recent data.</p>	<p>JW/ JN/ PC</p> <p>KT/JW</p>	<p>July 2021</p> <p>Aut 21</p>
<p>Teaching assessment and feedback</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>Purchase of Insights to identify gaps in Mathematical concepts and calculation in the absence of statutory assessment (£1,959)</p> <p>Purchase of Headways Reading Assessments to complete termly question level analysis in the absence of statutory assessment (£1,200).</p>	<p>Easter term tests analysed and used to inform summer term plans and interventions.</p>	<p>JW/JN</p>	<p>Jul 21</p>

ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Identified children receive targeted Maths, phonics and daily reading intervention.</p> <p>Children across KS2 will be able to read fluently and improve comprehension skills.</p> <p>Attainment in reading and Maths will be significantly improved from those achieved on return to school 8th March.</p>	<p>The Phonics and KS2 reading leading will ensure accelerated progress over Summer term, through targeted intervention and tuition. (£5,461)</p>	<p>In the recent New Wave Hub review, it was agreed that with continued support 72% of Y1 children will achieve PSC benchmark in Aut 21</p>	KT/JW	Aut 21
<p>Intervention programme – Maths</p> <p>Smaller group maths teaching, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>First Class number groups to be increased across years 1-3 to ensure the lowest 20% have opportunities for ‘catch-up’ maths. (£5,568)</p>	<p>16 pupils across Y2/3 have daily catch up Maths – of these 70% have made accelerated progress towards catching up with their peers.</p> <p>Summer 2 – Further 12 children in Y1 to have daily intervention, to prepare for Y2 SoW.</p>	JN/HB	July 21
<p>Pupils access targeted intervention to close the gaps formed during the pandemic without additional workload on school staff.</p> <p>Children’s poor mental health and the impact of Covid are identified and addressed so that they are able to access learning, as their needs are met. Parents are supportive of interventions and understand the identification process.</p>	<p>Identified children are able to access the National Tutoring programme for Maths and Reading (15 x 1 hour sessions) . X number of pupils have accessed NTP at £75 per pupil over the Spring and Summer term. (£5,625)</p> <p>School retains volunteer Art Therapist and draws on support of School counsellor. (£2,400)</p> <p>In addition, school accesses all available emotional health support from other providers (starfish, Success Club, Barnardos)</p>	<p>75 children are accesses 15 hours each of 1-1 online tuition. Children have grown in confidence, concentration and engagement in lessons has increased and children report enjoyment of this style of learning.</p> <p>5 children currently access Art Therapy each week with a further 32 accessing weekly talk time sessions. SEMH related behaviours have significantly decreased.</p>	JN HB/LD	July 21 Aut 21

Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Children will have greater opportunities to be taught how to access learning at home. Any necessary home-learning in the future, will allow the children greater independence. Children will be supported to be able to access and participate in online learning both in case of class closure and also for homework and extra learning opportunities.	School have purchased an additional 150 chrome books and 5 charging trollies to ensure each year group has access to devices at any time. In addition this means that any child who needs to loan a chrome book in the case of a bubble closure can do so. In addition, catch up and extra work will be available in google classroom (£33,465)	This was a good system for pupils in the Autumn term and meant that alongside DFE offer engagement was 88% by Feb 21 and teachers developed skills well. Increasingly google classroom is being used for homework and extension learning.	PC	Sept 2021
		Total budgeted cost	£85,688	
		Cost paid through catch up allocation	£24,560	
		Cost paid through school budget	£61,128	