

Catch-Up Premium Plan

St Matthias CofE Primary School

Summary information					
School	St Matthias Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16246	Number of pupils	203

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 year 6.</p> <p>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>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

<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>	<ul style="list-style-type: none"> ➤ 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
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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</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 conducted both in the Autumn term and in March on their return.</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. 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.</p>
Reading	

	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 impacted.
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 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?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject 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 conceptual understanding. One book per child supports reading process.</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 PPA.</i></p> <p>(£1000)</p> <p><i>Purchase additional storage and manipulatives for EYFS/KS1.</i></p> <p><i>Purchase of additional texts to ensure 1:1 reading</i></p> <p>(£1000)</p>	<p>Teachers have increased subject knowledge and confidence in teaching humanities</p> <p>All children accessing concrete resources in all lessons</p> <p>Standards in reading, esp at GDS have improved at KS2 (>50%)- children reading at own pace</p>	<p>AM</p> <p>AF YC</p>	<p>Feb 21</p> <p>Feb 21</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>Teachers and leaders understand the gaps and strengths of their year groups and ensure interventions in place</p>	<p><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p>(£3500)</p>	<p>Gap analysis supports robust pupil progress meetings model.</p> <p>Interventions are planned for in line with gaps identified through assessment</p>	<p>AM</p>	<p>July 21</p>

	Release time for class teachers to attend fundamentals meetings and provision mapper meetings to plan provision and discuss needs of children and class (£1500)			
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with St Matthias have an opportunity to become familiar and confident with the setting before they arrive.	SENDCo and member of SLT team to meet all new parents/families to share induction plans and ensure smooth transition. Release time for class teachers and SENDCo to meet with new parents/families (£600)	New starters from yr1-y6 have taken part in induction process- settled quickly.	KD	Ongoing
Total budgeted cost				£ 7600

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 and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.	Additional Development day through RWI to support with the 1:1 tutoring as part of Early Reading model £600	100% of children receiving 1:1 tutoring made progress in decoding.	YC	Feb 21

<p>They will be confident readers and dips in reading attainment will be negated.</p> <p>Academic tutor employed through Teach First to deliver 1:1 and small group tuition to Ks2 children identified as having gaps in learning and not making expected progress</p>	<p>Continued access to the virtual classroom for children to access online tuition for phonics and reading £800</p> <p>January-July unqualified teacher contract given to academic tutor to support with tutoring across KS2 with particular focus on year 5 and preparing year 6 for transition to secondary £7416.29</p>	<p>89% of children on track to pass Autumn y2 phonics screening.</p> <p>Success of model sees model replicated at Ks1 for September 2022.</p>		
<p><u>Intervention programme</u></p> <p>An appropriate language intervention, such as NELI, supports those identified children in reinforcing their language and communication skills</p>	<p><i>An intervention is identified and purchased. Staff within EYFS are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p>(£1000)</p>	<p>All staff identified have taken part in training. Ready for Jan '22 roll out</p>	YC	July 21
<p><u>Extended school time</u></p> <p>Children within year 5 are able to access a daily catch-up club (1.5hrs per night). The attainment of this identified cohort improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><i>Academic tutor runs daily club for children</i></p>	<p>Tutoring ensured yr5 pupils 'yr6 ready' with ambition targets for Summer 2022 as 80% R, 76% W and 83% M. 73% combined.</p>	AR	Ongoing
Total budgeted cost				£9,816.29

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.	<i>Additional online learning resources will be purchased, such as IXL to support children with maths and spelling at home and for this to be tracked by teachers</i> £2500	Engagement in online learning has increased significantly with >80% of children in every class accessing online learning resources.	AF	Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>Charitable donations enabled the purchase of 90 tablets. These are to be used to further support online access to resources for the children accessing extended school time.</i> £4500	Funds topping up donations ensures 1:1 provision of devices for all children. Ensuring daily retrieval practice is taking place and impacting on outcomes for all.	AR AR	Feb 21 Feb 21
<u>Summer Support</u> NA				£7000
Total budgeted cost				£23,710.29
		Cost paid through Covid Catch-Up	£16,246	
		Cost paid through charitable donations	£4500	

	Cost paid through school budget	£2,964.29