

St Agnes C.E. Primary School



Catch-Up Premium Plan

Summary information

School	St Agnes CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33, 280*	Number of pupils	451

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 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

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.

EEF Recommendations – see framework plan below

The EEF advises the following:

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

	<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. 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.</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.</p> <p>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	<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 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 due to barriers – language; home support; poor engagement with remote learning</p>
Non-core	<p>SEMH impact is immeasurable but is evident in pupils upon their return Preparing and supporting pupils to returning to education will be of utmost importance so they are 'ready to learn' again.</p> <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 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><i>Additional time for subject coordinators and teams to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional subject time.</i></p> <p>£2,000</p>		SL	Jun 21
Total budgeted cost				£ 2000

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>Reading</p> <p>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. They will be confident readers and dips in reading attainment will be negated. EEF studies show that use of Accelerated Reader (AR) provides a + 8 month increase on children's reading age. As a result, all children will be fluent readers, in line with their age group and subsequently reading comprehension attainment will be in line, or above, national figures. Children will be reading 'real texts' of a high quality which will also have a positive impact on writing as children will have been exposed to high quality vocabulary. As a result of focused teaching of spelling patterns in Yrs 2 – 6, this will build on the strong teaching of phonics in EYFS and KS1, children's writing attainment will be in line with national outcomes. Through the use of engaging texts and focused feedback, children will know their next steps and be motivated to complete high quality pieces of work.</p>	<p>Reading, Writing, Maths</p> <ul style="list-style-type: none"> <i>High quality teaching through Catch up Teacher (0.8) to deliver targeted support in KS2 in small groups and 1:1</i> <p>£25, 500</p> <p>Reading</p> <ul style="list-style-type: none"> <i>Tutor Trust (NTP) (12 pupils; 1:3 group set up)</i> <p>£1,250</p>		LB	Jun 21

<p>Writing As a result of regular monitoring and professional discussions with colleagues, staff will know what is working well in the classroom and what needs to be further developed, this will ensure that no child is left behind and progress in writing is good.</p> <p>Maths As a result of focused interventions based on developing recall and retention of key maths skills and facts, class based staff are able to focus on mathematical reasoning and children will make accelerated progress to end of year outcomes and ensure gaps in learning are recovered to ensure all pupils are at stage they are expected to be.</p>	<p>Maths</p> <ul style="list-style-type: none"> Third Space Learning programme (NTP) <p>£895</p>			Jun 21
Total budgeted cost				£27, 645

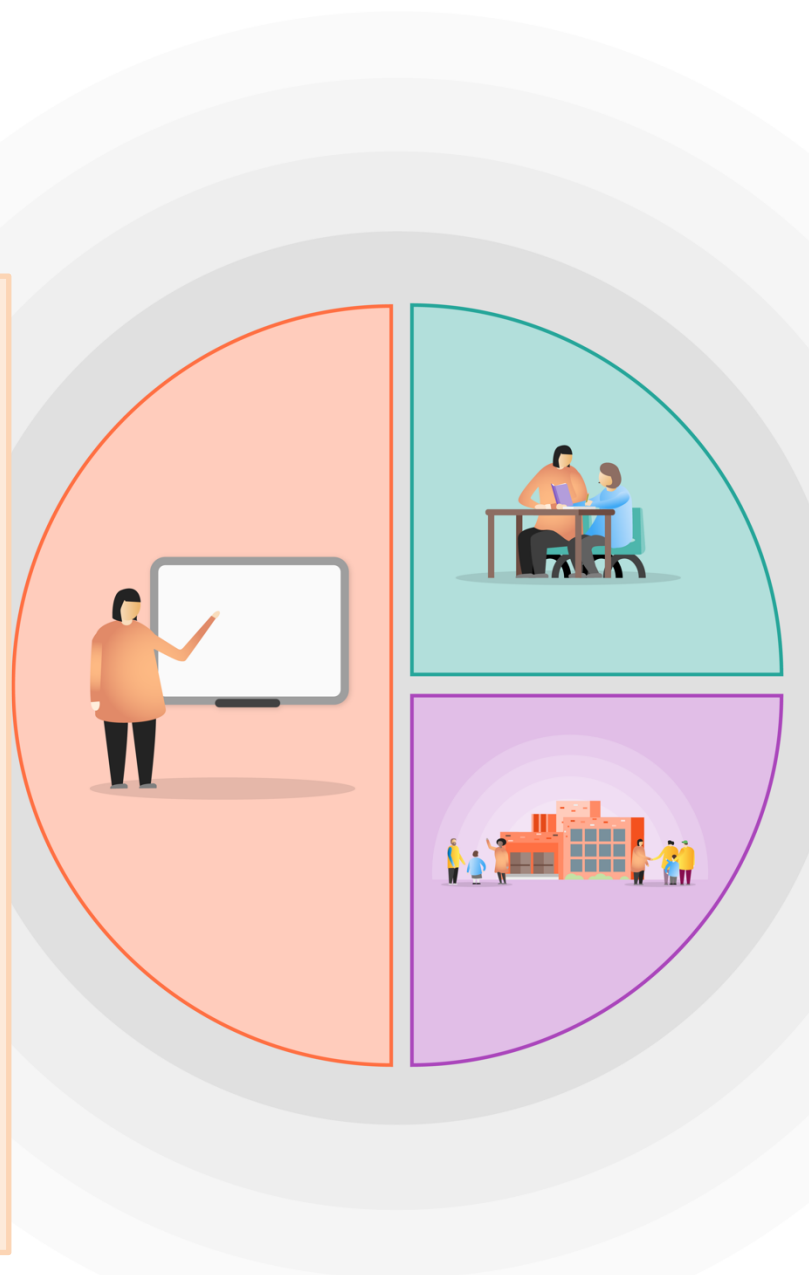
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>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.</p>	<p>5 day home-learning paper packs are printed and ready to distribute for all children.</p> <p>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p>£1,000</p>		AHTs	Jun 21

Supporting SEMH of pupils Many children will have had limited social contact with their peers for in excess of 5 months. Children will need support to re-establish their connections as well as process the life changing factors of the Covid pandemic. Children will be able to communicate and access support with their SEMH needs. Children develop resilience	Designated staff (TAs) to provide targeted support with pupils identified as needing additional support. £6,780		SL	Jun 21
<u>Summer Support</u> NA				
Total budgeted cost				£ 7, 780
Cost paid through Covid Catch-Up				£33, 280
Cost paid through school budget				£4, 145
Total catch up cost				£37,425

ST AGNES CE PRIMARY SCHOOL PLANNING (2020-21) – TIERED MODEL

1 Teaching

- Implement a **recovery curriculum** to place SEL recovery, local context, retrieval practice, formative assessment and rich summative assessment at the top of the agenda.
- **Quality first teaching**
- **Support student (and staff) knowledge** through the school's revised curriculum approach – knowledge organisers; progression of learning, curriculum maps
- Frequent **low-stakes testing** to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Deliberately **reduce workload** (e.g.-reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- **Monitor and evaluate outcomes** and quality of implementation in order to progress forward
- **CPD focus on developing metacognition** (EEF Guidance) and the quality of teacher modelling and explanation.
- CPD opportunities are provided to all staff to **sustain and enhance SEL work**, including opportunities for understanding key outcomes of SEL and strategies to support self-awareness and self-regulation.



2 Targeted academic support

- **Pastoral staff** provide small group and 1:1 support to assist children in transition into school.
- **Deployment of TAs** – target groups and pupils
- **Collaboration with professionals** to create bespoke and targeted learning packs for specific children, including those with EHCPs.

3 Wider strategies

- Ensure blended learning model also identifies **barriers to engagement** by disadvantaged and vulnerable pupils due to technology or a lack of other forms of support.
- Use **coaching and support** to ensure teachers are focused on closing gaps that would potentially be greater in a blended learning environment.
- **Communication with families** (and staff) made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being i.e. phone-calls/home agreements/distanced visits support establishment of routines.