



## St Mary & St Thomas C of E Primary School Catch-Up Premium Strategy

Summary Information					
School	St Mary & St Thomas				
Academic Year	2020-21	Total Catch-Up Premium	£16,240	Number of pupils	229
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 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020-2021 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 learning over the previous months, in line with the guidance on <b>curriculum expectations for the next academic year</b>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</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 approaches</li> </ul>		

<p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <b>coronavirus (COVID-19) support guide for schools</b> 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>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 parents and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>
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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning. Children have returned showing there are gaps in basic skills, however once recapped, children are remembering strategies and practising them on a daily basis. Children are responding well to the curriculum and extra opportunities are being put into place for them to recall facts, times tables and specific calculation strategies.</p>
Writing	<p>Children accessed a range of writing opportunities and activities provided to them from their class teacher during lockdown. 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 along with writing stamina. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much, have had to work hard on writing stamina and improving their motivation in their ability to write.</p>
Reading	<p>Children accessed reading comprehensions during lockdown and were provided access to an online library which they could read from home. Baseline assessments showed a number of children in each year group who are now less fluent in reading. This is due to children not maintaining their independence in UKS2 and parents having to juggle the demands of working from home and /or looking after younger siblings.</p>

Non-core	Children were provided with project activities over lockdown based around the topics they would be missing during the summer term. We aim to fill any gaps in knowledge and give children experience of these subjects by utilising cross curricular links in other subjects e.g. English. Key skills have been lost throughout lockdown will be revisited through other topics. Children have also missed out on curriculum experiences e.g. trips, visitors and powerful curriculum moments.
SEMH	A small number of children have returned in September with significant mental health and well-being issues. Children have missed being in school and also interacting with peers.

Planned expenditure- The headings below are grouped into the categories outlined in the EEF's coronavirus support guide for schools				
1. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>Supporting great teaching</u> All staff to receive professional development to support curriculum planning to ensure any knowledge gaps can be reduced.  Staff to receive focused training on the effective use of technology	Additional CPD for teachers to effectively plan lessons to reduce gaps in knowledge. Release time and additional cover will be required to facilitate training days. (£1350)		DN	March 21
	Release time for teachers to access training. (£0)		DN/MF	March 21
<u>Pupil assessment and feedback</u> Teachers use subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being	Regular quiz style assessments used that identify key concepts that may have been forgotten or otherwise not embedded. (£0)		DN/MF/SM	March 21

covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.	NFER assessments used termly to identify gaps.  <b>(£0)</b>		DN/MF	March 21
<u>Transition support</u> Additional transition support might include using assessment to identify areas where pupils are likely to require additional support	Therapeutic interventions to highlight any areas of needs for identified children upon arrival into school.  <b>(£0)</b>		DN	March 21
<b>Total budgeted cost</b>				<b>£1350</b>

2. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Small group tuition</u>  Tuition delivered by qualified teachers is likely to have the highest impact.	Each class teacher will deliver 2 small group catch up tuition twice weekly throughout the academic year.  <b>(£12,800)</b>		DN/MF	March 21
	Easter school tuition to be delivered to small groups as required.		DN/MF	March 21

		(£1240 )		
<u>Intervention programme</u>	An appropriate reading scheme to support those identified children in reinforcing their understanding of reading content domains.	A programme is identified and purchased. Staff will deliver this confidently to the identified children. (£850)		MF March 21
<b>Total budgeted cost</b>				<b>£14,890</b>
<b>3. Wider strategies</b>				
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Impact (once reviewed)</u>	<u>Staff lead</u>	<u>Review date?</u>
<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.	Additional online learning resources will be purchased, such as Reading Eggs for KS1 and an online library for KS2 to support reading at home. (£1258)	DN/MF	March 21
Children have access to appropriate stationery and paper home learning packs if required so that all can access learning irrespective of the ability of the	Fortnightly home learning packs are printed and ready to distribute for all children. Stationery is available from school should the family need it and is set aside for children to take home when home-learning occurs.		DN/MF	March 21

child/parent to navigate the online learning.	(£300)			
<u>Access to technology</u> As all pupils return to school, technology is recognised as being a valuable resource therefore by providing pupils with devices, home learning could be accessed by more pupils.	Chrome books were requested and received to further support online access for identified pupils. (£0)		DN	
<u>Summer support</u> N/A				
			<b>Total budgeted cost</b>	<b>£17,798</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16,240</b>
			<b>Cost paid through school budget</b>	<b>£1,588</b>