



## COVID-19 catch-up premium report 2020 - 2021

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION					
Total number of pupils:	207 Reception to Year 6 236 Nursery to Year 6	Amount of catch-up premium received per pupil:	£80	% of disadvantaged pupils	13.5%
Total catch-up premium budget:	£16,720	Autumn payment - payment 1	£4180		

### STRATEGY STATEMENT

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The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

Effective home learning programmes have been found to mitigate the impact. St Mary's provided a home learning offer for all pupils, which developed in its offer between March and September 2020. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

In June, the government announced £1 billion of funding to support children and young people to catch up. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is to be split between a **catch-up premium** and a **national tutoring scheme**. The money for the catch up premium is designed to ensure that schools have the support they need for **all** pupils make up for lost teaching time, and the money for the national tutoring school is designed to provide additional, targeted support for those children and young people who need the most help.

Following our return to school in September and following baseline assessments and observation, the following catch up priorities have been identified:

- Speaking, listening and phonics in Early Years
- Reading, Phonics, sentence structure and basic number knowledge in Year 1
- Phase 5 Phonics and reading fluency in Year 2
- Maths basic skills, learning resilience, writing stamina and handwriting in Keystage 2

These priorities are identified in the School Improvement Plan for 2020-2021

In order to support pupils in catching up with missed learning our highly skilled teaching assistants and teaching team will be providing targeted interventions for pupils. Having additional adults who are confident and familiar with our teaching and learning strategy at St Mary's will enable smaller group and targeted teaching to take place, with a focus upon specific skills and knowledge where there are gaps. This may require additional hours to their normal contract.

The overall aims of your catch-up premium strategy are:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and Governors of the impact it has on pupil achievement.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Prior low attainment
B	Pupils with an identified special educational need
C	Pupils vulnerable to social and emotional issues

### ADDITIONAL BARRIERS

#### External barriers:

D	Access to computing equipment to access remote learning
E	Engagement with remote learning during periods of self-isolation or school closure
F	Attendance in school for in person teaching is affected by periods of self-isolation, travel quarantine and shielding

## Planned expenditure for current academic year

Quality of teaching for all						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Resources	Staff lead	When will you review this?
<b>Time spent on mental health, wellbeing and social skills development.</b>	Pupils have the time and space to talk and discuss their worries and concerns. Pupils' mental health is positively impacted by the tailored support	The impact of shielding and isolation during national lockdown has detrimentally affected the mental health and social interaction of some pupils and its development. <a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a> <a href="https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people">https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people</a> <a href="https://www.sec-ed.co.uk/best-practice/education-post-covid-our-principles-of-recovery-coronavirus-schools-re-opening/">https://www.sec-ed.co.uk/best-practice/education-post-covid-our-principles-of-recovery-coronavirus-schools-re-opening/</a>	Pupil feedback Pupil progress reports IEP review	Jigsaw Rainbows Time to talk Additional support staff time	SENDCO PSHCE Lead	End of each term December April July
<b>Working through well sequenced, purposeful planning.</b>	Curriculum mapping and planning is adjusted in order to ensure time is allocated to the teaching and learning of skills and knowledge missed, in order to progress to the ARE for this current year.	In order to address gaps in skills and knowledge from the summer term and provide time and high quality teaching and learning, a review and amendment of the planning and teaching sequence is required in order secure the gaps and progress to ARE.	Subject leader monitoring Curriculum mapping	Curriculum maps National Curriculum White Rose Maths	Curriculum Lead	Half termly

<b>Focus on consolidation of basic skills</b>	Basic skills are secured and pupils make accelerated progress towards ARE at the end of the academic year.	The core skills, which enable successful learning but will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.	English and maths lead monitoring Pupil progress reports	White Rose Maths Classroom Secrets TT Rockstars Additional support staff time Third space maths	English and maths lead	Termly
<b>Particular focus on early reading, language and phonics</b>	Pupils 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> .	The EYFS and KS1 language skills, which enable successful speaking, reading and writing will require increased curriculum time to support review, revisit and progression in order to accelerate progress and access Age related resources. <a href="https://www.edweek.org/ew/articles/2020/06/01/early-reading-instruction-takes-a-hit-during.html">https://www.edweek.org/ew/articles/2020/06/01/early-reading-instruction-takes-a-hit-during.html</a> <a href="https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers-toolkit/COVID19ContextTransitionGuideReceptiontoYear1.pdf">https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers-toolkit/COVID19ContextTransitionGuideReceptiontoYear1.pdf</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/early-language/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/early-language/</a>	English lead monitoring Pupil progress reports Phonics and reading tracker	Additional teacher support time	English lead	Half termly
<b>Assessment of learning and of basic skills to identify major gaps</b>	Pupils catch up and secure the gaps from lost teaching over the previous months due to targeted teaching of specific gaps in skills and knowledge	<a href="https://researchschool.org.uk/staffordshire/news/closing-the-covid-gap/">https://researchschool.org.uk/staffordshire/news/closing-the-covid-gap/</a> <a href="https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf">https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf</a>	English and maths lead monitoring Pupil progress reports Termly data reports	White Rose Maths Classroom Secrets	English and maths lead	Half termly
					Total budgeted cost:	£7,000

Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?		Staff lead	When will you review this?
<b>Additional support and focus on basic core skills</b>	Pupils make accelerated progress from their starting points at the beginning of the autumn term.	Without a secure set of basic core skills, pupils will have difficulty in progressing in their learning and reasoning. Targeted support will enable pupils to secure these where and when required.	Pupil progress reports Termly data reports Third space reports	White rose maths Classroom secrets Additional support staff time Third space maths	English and maths lead SENDCo	Weekly for provision
<b>Additional time to practice basic skills</b>	Opportunities for small group work in order to pre-teach, revisit and practice will enabling the securing of basic skills and facilitate progress from starting points in the academic year.	<a href="https://thirdspacelearning.com/blog/how-teach-primary-maths-deliberate-practice-in-education/">https://thirdspacelearning.com/blog/how-teach-primary-maths-deliberate-practice-in-education/</a>	Weekly flexible timetable booking system Pupil progress reports Third space reports	Timetabling of additional spaces within school Additional support staff time Third space maths	English and maths lead	Half termly
<b>Additional targeted language support for EYFS children</b>	Pupils are immersed in a language rich environment which promotes the use of language and develops pupils' language skills.	Targeted sessions support gaps in speech and language, as identified in Wellcomm <a href="https://gl-assessment.co.uk/news-hub/case-studies/wellcomm-improving-communication-skills-from-the-very-beginning/">https://gl-assessment.co.uk/news-hub/case-studies/wellcomm-improving-communication-skills-from-the-very-beginning/</a>		Wellcomm assessments Language rich environment	English and EYFS lead	Half termly
						Total budgeted cost: £8,700

Other approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?		Staff lead	When will you review this?
Provision of iPads to support access to remote learning	Pupils are not disadvantaged due to lack of technology access when requiring remote learning.	Review of access during lockdown 1 and baseline on entry back to school demonstrates the detrimental impact of not access remote learning on pupil progress and retention of key skills and knowledge.  <a href="https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice">https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice</a>	Monitoring of home learning tasks Signed loan agreement	3 x iPads	Computing lead	Termly
	Total budgeted cost:					£1000