

Catch-Up Premium Plan

St Matthew's C.E. Primary School



Summary information

School	St Matthew's C.E. Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16, 320	Number of pupils	206

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	EEF Recommendations
--------------	---------------------

<p>We used 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>We aimed to ensure there was flexibility built in, which enabled us to spend our funding in the best way for our cohorts and circumstances.</p> <p>To support us to make the best use of this funding, we used the Education Endowment Foundation (EEF) 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> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ 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
---	--

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning 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. 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 lowest 20% of readers have been disproportionately affected.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access 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 particular curriculum opportunities.</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>Quality First 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>Purchase additional REACH materials to support with delivery of foundation subjects. Additional time for subject leaders to develop and plan non-core subjects. Release time and additional cover will be required to facilitate this.</i></p> <p style="text-align: right;">(£2,000)</p>	<p>Quality delivery of Science and Humanities identified through lesson observations, planning and book looks.</p>	<p>STh</p>	<p>July 21</p>
<p>Manipulatives will be accessed regularly in Maths to support children's conceptual understanding</p>	<p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£360)</p>	<p>Greater security in Early Number concepts seen through standardised tests, in Year 1 and Year 2</p>	<p>TA</p>	<p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers will use standardised tests to given them diagnostic information and analysis data to clearly identify what gaps in learning.</p>	<p><i>Purchase standardised assessment from: YARC – Primary and Early Reading Rising Stars – PIRA and PUMA</i></p> <p style="text-align: right;">(£500)</p>	<p>Teachers using information from standardised tests to inform next steps. This is seen in planning and establishing small group intervention</p>	<p>TA</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children in Reception will be supported to develop the speech and language skills, and interaction with continuous provision</p>	<p><i>Employ an additional teacher (supply) in Reception, to support the current Teacher and Teaching Assistant.</i></p> <p style="text-align: right;">(£10,000)</p>	<p>Reception Teacher was able to assess an improvement in children's speech and language, this was supported by the increased capacity and quality of having a qualified EYFS supply teacher.</p>	<p>STh</p>	<p>July 21</p>
Total budgeted cost				£ 12,860

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>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.</p>	<p><i>HERTs KS2 Fluency intervention.</i> <i>Additional release time and training to support the delivery of the reading fluency project.</i> <i>(£750)</i></p>	<p>Internal date for reading 2020 – 2021 showed a positive increase in children gaining expected and exceeding attainment.</p> <p>P</p>	TA	July 21
			Total budgeted cost	£750

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, through independent booklets, which will involve going online</p> <p>Children to be give stationary: pencils, pens, crayons and whiteboards to support their interaction with online and offline lessons</p>	<p><i>Additional offline learning resources will be purchased, from CGP for children from Reception to Year 6</i></p> <p>£2600</p>	<p>Over high percentages of children engaged in and produced quality work during online teaching.</p> <p>Those who did not engage were invited in to join the key worker group.</p> <p>Able to assess impact from parents' perspective during online parent meetings</p>	HF	<p>July 21</p> <p>July 21</p>
<p><u>Access to technology</u></p> <p>Teachers are equipped with webcams and visualiser software to increase the effectiveness/quality of lesson delivery online or from home.</p>	<p><i>IT manager to source webcams and visualiser software for teacher laptops</i></p> <p>£1620</p>	<p>SLT able to group into teachers' online deliver and observe quality interactions and engagement.</p>	AT	July21
			Total budgeted cost	£4, 220
			Cost paid through Covid Catch-Up	£16, 320
			Cost paid through school budget	£1, 510
			Total cost	£17, 830