

Summary information

School	St Paul's CofE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£34000	Number of pupils	421

Covid Catch-Up Premium Plan

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 (DfE Guidance)

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

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology

Identified impact of lockdown

Maths	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'. 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 Maths assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG 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. Children at the early stage of writing will focus on phonics and writing through the RWI programme.
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. Higher order reading skills have also suffered as these need to be taught by teachers. Phonics catch up will be needed in Key Stage 1 as they did not finish their RWI year. And for those in Year 3 who didn't pass the phonics screening.
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 memorable curriculum moments.

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Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St. Paul's, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

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

EEF recommended strategy	EEF Rationale	Specific implementation at St. Paul's	Cost	Expected impact
<p>Supporting great teaching</p>	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>All subjects 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 to support understanding.</p> <p>Continue to engage in consortium and Nuneaton Alliance CPD – increase the amount who can attend virtual sessions by facilitating more cover to be available. This includes leadership training, Talk For writing and Talk For Reading.</p> <p>Appraisal meeting (October) to identify training needs of teachers. Sendco to look at training needs of Teaching Assistants</p> <p>Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported</p> <p>New staff/NQTs/staff you require support to receive in school mentoring from outstanding teachers and DHT</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><i>HLTA 0.4 x6 weeks approx £ 500</i></p> <p><i>Purchase additional Resources for across the curriculum 4 x £200 x 3</i></p> <p>£2400</p> <p><i>Eno cost covered in house</i></p> <p>2days x1FT teacher to mentor and support Approx £3000</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain inline with National Expectations.</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of covid and evidence of outcomes continue to improve across the school.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>

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<p>Teaching assessment and feedback</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>Further develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects. Subject leaders to revisit progression grids to adjust curriculum map accordingly. Frequent low-stakes testing to ensure all students, and in particular disadvantaged Pupils, experience success and celebrate the acquisition of knowledge.</p>	<p>DHT 1 day per week Autumn 2 to develop NQT/ New to ST. PAUL'S staff £2100</p> <p>Non-contact Curriculum lead 1/2 day per week £1625</p> <p>Subject leaders non-contact time ½ per term (pay the difference) £195</p> <p>Release time for teachers to input bench mark pupils and analyse findings – PM session A2 for Y5 and 1 x PM for Y3- Y5 in Sp. (Pay the difference) £285</p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>
<p>Supporting remote learning</p>	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content</p>	<p>ST. PAUL'S staff will utilise the ICT Expert (if needed) within consortium to enhance 'remote learning' for those individual teachers with limited experience.</p> <p>ICT tech to set all teachers and pupils up on Google classroom</p> <p>Teachers to be trained on how to use the google Classroom effectively-Make use of the Blended Learning website.</p>	<p>Time to cover remote learning free courses £no cost covered in house.</p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>

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ii. Targeted approaches

EEF recommended strategy	EEF Rationale	Specific implementation at St. Paul's	Cost	Expected impact
<p>One to one and small group tuition</p>	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p>	<p>RWI training remotely. How to implement RWI in the current climate. 2 Teachers and 1 HLTA identified to support 1 to 1 tuition. They will assess the pupils for gaps and produce catch up activities to support. White Rose Maths – catch-up programme Intervention</p>	<p>1 x teacher 2.5 days KS2 £18,000 based on M6 1x teacher 5days KS1 £36,000 /3 as a third of a year-based on M6 £12000 1x HLTA 2.5 days £11,500 based on 5 AM sessions RWI online training £1,150</p>	<p>By increasing targeted time spent reading/supporting maths 1:1 , data analysis will indicate gaps in reading/maths progress will close.</p>

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	<p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>Reading Comprehension – Designed by English lead</p>		
<p>Intervention programmes</p>	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way</p> <p>To mitigate any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>RWI and Reading practise – LST. catch-up. Programme depends on</p> <p>Infants</p> <p>Daily 1:1 reading with targeted Power of 1 and Power of 2 Use the Nuffield Early Language Intervention scheme to support development in Early Years</p> <p>White Rose Maths – catch-up programme</p>		<p>Children to rapidly catch up and be on target to make expected progress in Reading and maths.</p> <p>Nuffield early Language intervention should fill the gaps in their vocabulary.</p> <p>Children's basic number skills to improve significantly.</p>
<p>Planning for pupils with Special Educational Needs and Disabilities (SEND)</p>	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.</p> <p>Within both SEND Reviews and PPMs, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. The deployment of teaching assistants are reviewed regularly and redeployed on need.</p>	<p>Additional hours 1 morning a week for SENDCo to manage this £2,500 based on 4 hours</p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence PIP targets will be achieved.</p>

iii. Wider approaches

EEF recommended strategy	EEF Rationale	Specific implementation at St. Paul's	Cost	Expected impact
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Teachers are planning for well-being approaches within their classrooms, guaranteeing their preparedness, as well as enthusiasm. Ongoing CPD and support for staff from skilled SLT/ELT ensures staff have support to embed changes in their practice. Teachers will prioritise timetabled PSHE and, crucially, embed wellbeing for all pupils within everyday practices. Jigsaw (PSHE scheme of work) has been purchased, which has had its content updated to combat the impact of Covid 19 closures. Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach.</p>	<p>Thrive online -£2442 Thrive Lead Practitioner training - £500 Thrive Senior Leader training -£500 Jigsaw scheme of work-£2500</p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer handy reminders for pupils and staff.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.</p> <p>Exclusions/'stages' will not increase despite pupils absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive.</p>

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		<p>Well-being will continue to be a focus for our SLT We will ensure a shared language and actively plan daily check-ins with our vulnerable pupils.</p> <p>Spring Term 20/21 we will begin training our Licensed Practitioner who will be able to support individuals with their SEMH and be the driver for the Thrive approach within school. She will be supported by the SENDCo who will be attending the SLT training in Summer Term 20/21, which will allow her to have a whole school overview.. Starting September 21/22 the whole school will be Thrive assessed. This will ensure teachers are well equipped with the knowledge, targets and strategies to cater for everyone's SEMH.</p> <p>From the Summer Term we will be working with Achievement for all focusing on catch up for the vulnerable groups:</p> <ul style="list-style-type: none"> • Pupil Premium • Children of parents working from home • More able children <p>An increased focus and school expectation to use outdoor learning regularly in the curriculum and opportunities to partake in the planned activities</p>	<p>PM release per teacher to class profile 1/2 day</p> <p>14x half days £2500</p> <p>A4A £5950</p> <p>Subject leader time to plan curriculum enhancements.</p>	
<p>Access to technology for all</p>	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. This will also help in providing extra help for support at home</p>	<p>Ensure that all parents have access to ICT and connectivity at home.</p> <p>Ensure they're is access to quality online software to support reading and maths.</p> <p>Set up Google classroom as a way of setting catch up learning to be done at home.</p>	<p>IT equipment including iPads and chrome books to loan out where needed. £5000</p>	<p>By ensuring that children have access to quality maths, reading and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and reading</p>

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Total spending	£74,147
Total funding	£34000
Schools main budget contribution	37647