

Catch-Up Premium Plan

St Lawrence CE Primary School

Summary information					
School	St Lawrence CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,600	Number of pupils	195

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 11.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</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 ➤ Summer support

Identified impact of lockdown

Maths	<p>Not all children accessed the provision that was delivered on a daily basis by the teachers.</p> <p>Whilst maths was often completed, fluency that came with the daily mental and oral activities were not always sustained.</p> <p>The normal provision that would normally challenge children was moderated to reflect the home learning situation that many families were facing.</p> <p>Assessment evidence shows that children are on average around 2 sublevels behind were they would normally be expected to be.</p>
Writing	<p>Sustained practice on a daily basis was not practiced during the lockdown by most families.</p> <p>Accuracy was not always a featured with regard to spelling, the use of grammar and punctuation (in line with expectations) and for some – accurate letter formation.</p> <p>Not all genres were covered in the detailed manner that would ordinarily be provided.</p> <p>Assessment evidence shows that children are on average around 3 sublevels behind were they would normally be expected to be.</p>
Reading	<p>This was not accessed by all families though this is an area that was generally supported and the impact appears to be less. There is however, a larger gap between those that did and did not read regularly.</p> <p>Assessment evidence shows that children are on average around 1 sublevels behind were they would normally be expected to be though some clearly had a rich experience at home and have made better than expected progress whereas for some little or no progress was made.</p>
Non-core	<p>Though noncore was provided for with RE, Science and Hist/Geog being provided for specifically with reference to other areas, it is clear that many skills and areas of knowledge were not covered: a catch up curriculum will be required. A range of additional provisions were also curtailed though alternatives were made available for all those in YRLL, Rec, 1 and 6 who returned back to school (between 85 and 97% depending on the year group).</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?
Curriculums amended so as to plan for catch up and missed areas in both core and non core areas. The aim is provide planned coverage over a two year period.	<ul style="list-style-type: none"> Staff Meeting time and Inset Day for leaders to fulfil requirements as outlined through the appraisal process. <p style="text-align: right;">£2000</p>		Subject leaders overseen by SLT.	July21 with a view to amending the second year of provision accordingly
Trips and experiences that are deemed necessary for curriculum and well-being to be dovetailed into planning.	<ul style="list-style-type: none"> Yr5 to have one of their activity days to be carried forward (Blackwell Adventure) with another on standby (Horley Campsite) for later in the year. 	Well received by current Yr6 – morale high as is work ethic for vast, vast majority.	EdS and JT with Office.	Spr21
PSHE and wellbeing provision for September to be planned for in light of known experiences from the second half of Summer term of 2020.	<ul style="list-style-type: none"> RE/PSHE Day on the first Friday back to allow for children to be expressive. Additional Pastoral role to be created and recruited for. 	<p>Some fine discussions and work resulted from the day as were snippets of knowledge so that personalised provision can be put in place.</p> <p>No appointment for this specific role made but has been created with current member of staff – starting Nov20.</p>	SF JB/ES	Ongoing from Sep20.
Transition in place for Yr2 -5 towards end of Summer 2020 with programme of schooling with new teachers.	<ul style="list-style-type: none"> Planning and communication with parents with RA in place. 360 Virtual tour with teachers speaking. £1200 donation Marquees, sound systems and Portaloos in place to expand provision. £400 from PTA/donations. Marquees provided for free from Napton Sports Association and the Napton Music Festival Committee. 	Just what was needed for those leaving but to enable teacher to get to know children – take up of this offer was about 80%. Virtual tour has been well received by parents – in addition for a WCC film featuring the school.	JB/JJ/LCP and gov.	Sept20.
Total budgeted cost				£3200

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Small group teacher intervention (4-6 pupils) from a qualified teacher who will extend hours.	<ul style="list-style-type: none"> • <i>Employ equivalent of 1 day per week of JAJ.</i> • <i>Identify groups of children for core subject area intervention lessons (x2 per wk of half hr in length) starting with:</i> <ul style="list-style-type: none"> ○ <i>Maths – Autumn 20.</i> ○ <i>Specific Reading, Phonics and Spelling – Spr 21.</i> ○ <i>Grammar and Punctuation (provisional) for Summer 21.</i> • <i>Agree protocols of partnership with class teachers – with an emphasis on pre teaching to enable children to access in class lessons.</i> <p style="text-align: right;">£7800</p>		JB ES JB	Jan21 Dec20 Mar21 July21. Jan21.
Teaching Assistant intervention on a 1:1 and 1:2 basis with identified individuals	<ul style="list-style-type: none"> • Employ additional teaching assistant equiv of 5 mornings a week to support core areas in line with the above. <p style="text-align: right;">£5738</p>	Started from Nov21.	JB/ES/Govs	Dec20 July21
Pastoral Support Worker to meet needs of individuals and families in need in liaison with Early Help/Pathways Lead.	<ul style="list-style-type: none"> • Employ additional teaching assistant equiv of 5 afternoons a week to support pastoral needs of those who have been negatively impacted by lockdown, are demotivated and in danger of not accessing learning in school. <p style="text-align: right;">£4395</p>	Started Nov21	JB/ES/Govs	Dec20 July21
Total budgeted cost				£17933

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Moderated and standardised assessment for all pupils against previous Age Related Expectations (AREs) that will be communicated to parents, used for tracking and intervention purposes.	<ul style="list-style-type: none"> Revision work in place for summer transition days and first few days of September 20. Initial assessments made for all children throughout September based upon – evidenced home learning, standardised assessment tasks that are agreed across the school and from work achieved independently in the first few weeks. Assessments are moderated by SLT and recorded. Results used to inform intervention priorities. 			Sept20 Sept20 but then reviewed on a termly basis. Termly Termly.
Individual needs are identified and can be met through specific interventions including access to technology.	<ul style="list-style-type: none"> Google Form sent out (individual families approached) to assess perceived needs and barriers to accessing learning. Google Classroom adopted across the school and communicated (on an individual basis when needed) via the office. Equipment is provided as required following research and perceived need. 	Excellent responses but a couple have been approached. Comprehensive information gathered. Needing to monitor access and review feedback issues linked with unfamiliarity. A number of families have started to engage since half term.	JJ to be analysed by JB/ES. SD/ES/JJ.	Nov20 Oct20 Ongoing as required and dependent on circumstances.
<u>Summer Support</u> NA				
Total budgeted cost				£ 21,133
			Cost paid through Covid Catch-Up	£15,600
			Cost paid through charitable donations	£1200
			Cost paid through school budget	£4,333