

CATCH UP PREMIUM STRATEGY

ACADEMIC YEAR 2020 – 2021



SUMMARY INFORMATION

SCHOOL	St Mark's C of E Primary				
ACADEMIC YEAR	2020-21	TOTAL CATCH-UP PREMIUM	£22,800	NUMBER OF PUPILS	323

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

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.

EEF RECOMMENDATIONS

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

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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.

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

IDENTIFIED IMPACT OF LOCKDOWN

Specific content has been missed thus leading to gaps in learning and stalled sequencing of journeys.

Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.

Baseline assessments (October 2020) show the % of children working at or above ARE based on Summer PUMA assessments for the previous academic year:

Y1	34%
Y2	31%
Y3	27%
Y4	63%
Y5	33%
Y6	33%

Y6 children sat Y6 SATS maths papers (2017) to provide a baseline judgement on ARE content.

This shows that the majority of children are working below ARE.

MATHEMATICS

WRITING

Children have lost essential practising of writing skills and writing for a specific purpose during lockdown. GAPs specific knowledge has suffered with spelling being identified as a barrier to pupil progress.

Baseline assessments (October 2020) show that % of children working at or above ARE based on the Summer GaPS assessment for the previous academic year:

Y1	40%
Y2	26%
Y3	42%
Y4	51%
Y5	24%
Y6	35%

Y6 children sat Y6 SATS GPS paper (2017) test to provide a baseline judgement on ARE content. This shows that the majority of children are working below ARE.

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. Regular story time videos on the school website promoted reading for pleasure. 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. Children's comprehension of texts seems to have been impacted with basic retrieval and inference questions answered incorrectly when gap analysis of test papers has been completed.

Baseline assessments (October 2020) show that % of children working at or above ARE based on the Summer PIRA assessment for the previous academic year:

Y1	40%
Y2	38%
Y3	50%
Y4	59%
Y5	21%
Y6	29%

Y6 children sat Y6 SATS Reading paper (2017) test to provide a baseline judgement on ARE content. This shows that the majority of children are working below ARE.

**FOUNDATION
SUBJECTS & SCIENCE**

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 powerful curriculum moments.

PLANNED EXPENDITURE

The headings below are grouped into the categories outlined in the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021

1. TEACHING & WHOLE-SCHOOL STRATEGIES

DESIRED OUTCOME	CHOSEN APPROACH & ANTICIPATED COST	IMPACT	STAFF LEAD	REVIEW DATE
<p>SUPPORTING GREAT TEACHING</p> <p>Additional teacher in Y6 to allow for streaming by year group in Maths and Reading lessons. Core skills lessons will focus on pre-requisite knowledge that children missed from Y5 in order to access age-appropriate learning in Y6 and improve% of pupils working at ARE by the end of the Summer term.</p>	<p>DHT used to teach Year 6 group each morning for Maths and Reading lessons - £6,850</p>		<p>KR & GS</p>	<p>Half-termly Year 6 Attainment & Progress Meetings</p>
<p>SUPPORTING GREAT TEACHING</p> <p>Focused training on the effective use of technology has been undertaken as a result of enhancing the school's provision for ICT within the classroom.</p>	<p>Purchase of touch-screens in classrooms to enhance teaching and learning - £22,350</p>		<p>KR</p>	<p>Whole school termly data collection points.</p>
<p>PUPIL ASSESSMENT & FEEDBACK – GRAFFITI MATHS CATCH UP</p> <p>Teachers have a very clear understanding of what gaps in learning remain informed by gap analysis from Summer Term assessments. This, alongside forethought into upcoming concepts that will be covered in Power Maths will aim to increase % of</p>	<p>Amendments to organisational structure of the day to increase Mathematics provision for an additional hour per week – no cost.</p>		<p>KR & GS</p>	<p>Whole school termly data collection points.</p>

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children working at ARE by the end of the Spring term.				
<p>PUPIL ASSESSMENT & FEEDBACK – GRAFFITI READING CATCH UP</p> <p>Teachers have a very clear understanding of what gaps in learning remain informed by gap analysis from Summer Term assessments. Exposure to a greater range of texts where children can practise key reading skills in necessary in order to close the gaps identified from the data and increase % of children working at ARE by the end of the Spring term</p>	<p>Amendments to organisational structure to increase Reading provision for an additional hour per week.</p> <p>Purchase of Reading Explorers series to support exposure to age-related texts and questions - £120 purchase of additional Reading Explorers texts.</p>		KR & GS	Whole school termly data collection points.
TOTAL BUDGETED COST				£29,320

2. TARGETED APPROACHES

DESIRED OUTCOME	CHOSEN APPROACH & ANTICIPATED COST	IMPACT	STAFF LEAD	REVIEW DATE
<p>1-2-1 & SMALL GROUP TUITION: NUMBERSTACKS CATCH UP PLUS</p> <p>Identified children will have significantly increased their understanding of place value through concrete, pictorial and abstract representation. This knowledge can then be applied to a wider range of mathematical concepts such as four operations which will impact positively on pupil outcomes.</p>	<p>Numberstacks maths intervention purchase. Staff equipped with link to watch tutorial videos in preparation for taught sessions - £200</p>		<p>GS</p>	<p>Whole school termly data collection points.</p>
<p>1-2-1 & SMALL GROUP TUITION: PHONICS TARGETED INTERVENTION – CATCH UP PLUS</p> <p>Identified children through gap analysis of phonic baselines will receive 1:1/ small group tuition to close identified gaps in phonemic knowledge to enable them to increase fluency of sight-reading.</p>	<p>L3 Teaching Assistant - £6,000</p>		<p>KR, GG & GS</p>	<p>Phonics Screening Autumn 2020 & Summer 2021</p>
<p>INTERVENTION PROGRAMME: THIRD SPACE LEARNING – CATCH UP PLUS</p> <p>Third Space Learning (National Tuition partner) has been purchased for identified children to enable 1:1 personalised tuition thus reinforcing their understanding of basic maths skills and application of number through targeted programmes of instruction.</p>	<p>60 spaces have been purchased from Third Space Learning and allocated to identified pupils in KS2 (1 x 60 mins per week) This will run as a breakfast club intervention to minimise impact on curriculum learning. - £18, 458</p>		<p>GS</p>	<p>Whole school termly data collection points.</p>

<p>READING INTERVENTION PROGRAMME: NESSY – CATCH UP PLUS</p> <p>Identified children will have significantly increased their phonemic awareness and can more accurately apply this to support reading fluency and application of spelling in writing across the curriculum due to less cognitive demand placed on segmenting/ blending and decoding words.</p>	<p>100 licenses have been purchased to support the delivery of Nessy (Reading and spelling programme) Alongside timetabled use in school, children will also be able to use this at home through mobile or computer devices - £850.</p>		<p>GS</p>	<p>Whole school termly data collection points.</p>
<p>TOTAL BUDGETED COST</p>				<p>£25,508</p>

3. WIDER STRATEGIES

DESIRED OUTCOME	CHOSEN APPROACH & ANTICIPATED COST	IMPACT	STAFF LEAD	REVIEW DATE
<p>SUPPORTING PARENTS & CARERS:</p> <p>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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Online learning resources (Nessy, Numbots, TT Rockstars) be purchased so that children can practise spellings at home - £1,250</p> <p>Home-learning paper packs are printed and ready to distribute for all children should the need for home-learning to occur - £500</p>		<p>SLT</p>	<p>Whole school termly data collection points.</p>

<p>ACCESS TO TECHNOLOGY:</p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children, ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding and practise of key skills.</p>	<p>Purchase 30 Chrome books, 2 trolleys and amend RM SLA to include management of Chrome books. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum and access online interventions such as Nessy in the classroom. They can also be used to support Remote Learning - £21,611</p>		<p>KR</p>	<p>Whole school termly data collection points</p>
<p>ASSESSMENT OF PUPIL'S WELLBEING:</p> <p>Pupils' wellbeing and learning needs have been assessed and effective support is in place to allow individual needs to be met within school.</p>	<p>Play therapy purchased to support pupils who have been identified through transition conversations and Pupil Wellbeing Consultation documentation - £1,910</p>		<p>KR & GS</p>	<p>Attendance data, Play Therapy evaluations</p>
TOTAL BUDGETED COST				£25,271

COST OF TEACHING & LEARNING STRATEGIES	£29,320
COST OF TARGETED ACADEMIC SUPPORT	£25,508
COST OF WIDER STRATEGIES	£25,271
TOTAL COST	£80,099
COVID CATCH-UP FUNDING	£22,800
COST PAID THROUGH SCHOOL BUDGET	£57,299

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