**Catch-Up Premium Plan**

**St Matthew’s CE (Aided) Primary School**

**September 2020 – April 2021**

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| **Summary information** | | | | | |
| **School** | St Matthew’s CE Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | **£ 22,320 This FY-April 21 £13,020** | **Number of pupils** | **299** |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   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 |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have a positive learning attitude towards their maths and continue to enjoy learning in the subject.  In the majority of cases the recall of fluency skills have regressed – some children are not able to recall or retain previous knowledge across a range of mathematical concepts. Due to the Whiterose hub maths programme of study children did not cover some concepts such as fractions etc. In addition, constant reinforcement of place value and core arithmetic skills have not been revisited or embedded.  During the lockdown, the school provided home learning via the website based on previously taught skills but did not contain the same mathematical context we provide in school. |
| **Writing/SPAG** | Children have lacked the opportunity to write at length and embed existing writing skills to a range of genres and contexts. There has been a negative impact on children’s ability to retain and apply key knowledge such as vocabulary, handwriting, grammar etc. This has lead to a lack of fluency in writing resulting in gaps in children’s learning, preventing ‘sticky knowledge’. Although some children have maintained their writing efforts throughout lockdown, the opportunities to further develop and extend skills have been limited with many children lacking a purpose and context for extended writing. Writing stamina and fluency needs to be enhanced across both key stages. |
| **Reading** | Most children were given to the opportunity to access reading materials through online resources however the regularity of this is unknown. Due to the lack of opportunity for children to progress within the school book bands system and inability to monitor and asses, children have either regressed or retained previous knowledge but have not been able to extend these skills. Limited opportunities for effective questioning, modelling by teachers and comprehension activities have led to a lack of reading fluency and the gaps between pupils are widening. The bottom 20% of readers are now further behind. |
| **Phonics** | Phonics work was set for children to complete at home however the consistency and quality of the completion of this work was minimal. Therefore, children have either maintained their current level of phonics or have not retained previously taught sounds. |
| **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 powerful curriculum moments. |
| **EYFS** | Children have missed the final term in Nursery and Reception which prepares them for big transitions for the children into school and KS1. The children are less prepared for the social aspects of school and routines such as lining up, using a knife and fork, using the toilet independently. This means that more of the Autumn term has been dedicated to supporting children’s personal, social and emotional development. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review April 21** |
| **Quality first teaching**  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.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly. | ***Subject specific days to give children a taster of the areas of the curriculum missed through Covid 19. E.g. Art and Spanish days.***  ***Purchase additional manipulatives for EYFS/KS1 initially.***  ***(Maths budget )*** |  |  |  |
| **Teaching assessment and feedback**  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. | * Maths progression skills * White Rose Hub recap curriculum * Baseline assessments Sept 2020 * Otrack have created an initial data entry column (linked to baseline assessments in Sept 2020) |  |  |  |
| **Transition support**  Children who are joining school from different settings into Nursery and Reception have an opportunity to become familiar and confident with the setting before they arrive.  Children moving classes are given videos to ease transition. | ***A virtual tour is created and posted to the website along with welcome videos from new teachers and guides to starting school with details of uniform and entrances to school etc.***  ***Videos posted from all new teachers for children moving up classes.*** |  |  |  |
| **Supporting emotional wellbeing of the children**  Children given support for their emotional wellbeing with weekly PSHE lessons and assemblies. | ***Purchase of the Jigsaw PSHE program for the whole school to follow to support children with their emotional needs following lock down. (£2334)*** |  |  |  |
| **Supporting children’s personal, social and emotional development in EYFS and KS1.**  Children given support for their personal and social skills. | ***Daily intervention groups for PSED, Communication and language. Extra adult support in the reception classroom for SEN children.***  ***Extra adult support in the dinner hall for children to support with using knife and fork.***  ***Children take part in weekly PSHE lessons to support independence and emotional wellbeing.*** |  |  |  |
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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **1-to-1 and small group tuition**  Identified children will have significantly improved their sticky knowledge and retention of new and previously taught core skills. This will be evident through an increased number of children achieving ARE in line with national expectations and making accelerated progress. | ***Additional adults assigned to specific classes, groups and individual children.***   * ***Additional adult (3 days a week) providing catch up support for underachieving pupils*** * ***Yr3 SEND group accessing year 1 maths with SENCO*** * ***Yr6 SEND pupils accessing tailored small group support for English with TA/SENCO*** * ***Yr3 SEND pupils accessing tailored small group support for English with TA*** * ***EYFS and year 1 teacher and TA led focused groups in English and maths*** * ***KS1 reading delivery change including greater RWi focus*** * ***Catch up phonics 1:1 intervention across KS1 with specialised phonics member of staff in preparation for delayed Year 2 phonics screening.*** * ***Teacher led whole class phonics sessions providing greater support.***   ***(£9241 funding for extra TA)*** |  |  |  |
| **Intervention programme**  An appropriate English and Maths intervention supports those identified children in reinforcing their understanding of basic English and Maths skills. | * ***NESSY reading programme and screening*** * ***teacher led interventions following on from pupils’ misconceptions identified in marking*** * ***precision reading*** * ***SNIP*** * ***Precision spelling*** * ***RWi phonics in KS1*** * ***Wave 3 maths in Year 5*** * ***Speech and language and communication intervention supporting quieter children*** * ***Colour semantics in EYFS*** * ***5 minutes maths box*** * ***Year 6 boosters for English and Maths (£1500)*** * ***Additional adult in targeted classes to provide lower attaining children with extra reading support***   ***(Resources funded from SEND / English / Maths budgets)*** |  |  |  |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Supporting parents and carers**  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.  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. | ***Additional online learning resources will be purchased, such as those listed below to support children at home.***  ***Numbots - £62.10***  ***Jigsaw - £2334***  ***TT Rockstars - £113.88***  ***Oxford Press - £252***  ***Purple Mash - £2874 (3 year lease)***  ***Seesaw is also being used with Oak Academy, these are free resources.***  ***Home-learning paper packs are printed and ready to distribute for all children.***  ***CPG books purchased to support home work / bubble closure. £1452*** |  |  |  |
| **Access to technology**  Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children through Purple Mash, Seesaw and the school website. | ***6 recondition laptops are available for those who do not have access to software at home.***  ***2 government funded laptops are provided for targeted children.*** |  |  |  |
| **Total budgeted cost** | | | | **£17,828.98** |
|  | | **Cost paid through Covid Catch-Up** | | **£13,020** |
|  | | **School Budget Covid Catch up** | | **£4,808.90** |