

Catch-Up Premium Plan

St Mary's CofE (Aided) Primary School, Pulborough

Summary information					
School	St Mary's Cof E(Aided) Primary School, Pulborough				
Academic Year	2020-21	Total Catch-Up Premium (£14,607.71 Autumn '20 and Spring '21 £10,432.29 Summer '21)	£25,040 (313 on roll at time)	Number of pupils	317

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>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'.</p> <p>Recall of basic skills has suffered due to working memory issues – 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 bottom 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 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.</p>

Planned expenditure

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Increase access to Phonics with intervention group focussed on the phases</u>	<i>ED phonics intervention – Years 3, 2 and 1 – Autumn Term £6,880, Spring Term £875 Total £7,755</i>		NG/SC	March 2021
<u>Additional TA in Year</u> Our Year 3 cohort has 44% PPG and have missed out on completing their Year 2 SATs assessment. We currently have one TA across two classes which limits the interventions we can run.	<i>Cost of an additional TA from January to July = £8,260</i>		NG/SC	July 2021
<u>Targeted Support from Teachers</u> Teachers will have non-class based time to target specific children who are still not on track to close the covid gap at the point of Summer One. Targeted intervention teacher for Year 5/6	<i>Daily rate for Supply Teacher - £165 x 10 days = £1,650</i> <i>10 days Spring term £1,600 20 days Summer term £3,200</i>		NG/SC	June 2021
<u>Resources</u> Accelerated Reader books so that all children have high quality texts and can make progress within bands.	<i>£1,700 Spring term £875 Summer term</i>		FH/LR/ NG	June 2021
Total budgeted cost				£ 25,040