

Catch Up Premium Strategy 2020/21

St Thomas and St Anne's CE Primary School



School Overview

Number of pupils (YR-Y6)	88
Catch up Premium	£6886
Publish date	February 2021
Review Date	End of March 2021 End of July 2021
Statement created by	Hannah McGrath
Link Governor	Judy McFall

Funding allocation (Mainstream Schools)

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. This funding will be provided in 3 tranches. 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. (See also EEF - School Planning Guide 2020-21) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Context of the school and Rationale for the strategy

During lockdown 1 (March 20 - July 20) school provided paper packs initially to support home learning and then moved to providing a balance of paper-based activities and online content, available via the school website, and in the latter stages of this school closure period, we signposted to Oak National Academy for core English and Maths and provided a thematic approach in the afternoons to cater for families with more than one child across the different year groups.

From June 1st, school reopened to YR and Y1 but due to the increase in key worker places, school was unable at this stage to re-open to Year 6 children. Year 6 attended school from Monday 6th July for 2 weeks on a rota system.

Upon re-opening on September 2nd 2020, we had a good response to children coming back to school. Attendance was stable across all year groups upon return.

During the Autumn term, one bubble was required to close and relied on remote learning for approximately 2 weeks. Other children also needed to self-isolate and have remote learning provided for them.

In January 2021 school closed to the majority of pupils again. School's provision for remote learning was now further developed by using Seesaw to communicate pre-recorded video lessons more effectively. Seesaw also provided a much-needed contact between pupils and their class teacher as well as meaningful opportunities for children to have quality feedback on their work.

As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We agreed that these baselines would be carried out by the end of September 2020 and again in March 2021, after Lockdown 3. From these baselines and from teacher diagnostic assessments we were able to identify common strands across the school that would need to be addressed. Outcomes from these baseline assessments were shared with parents at the Autumn Term parents' consultation meetings. Catch up Premium will be targeted to provide support and intervention using the following funding for 2020/2021: total of £6886 (based upon £80 per child.)

1 Teaching

Baseline assessments to identify gaps in learning.

Sports coaching for 2 afternoons a week will free up teachers to deliver high quality interventions.

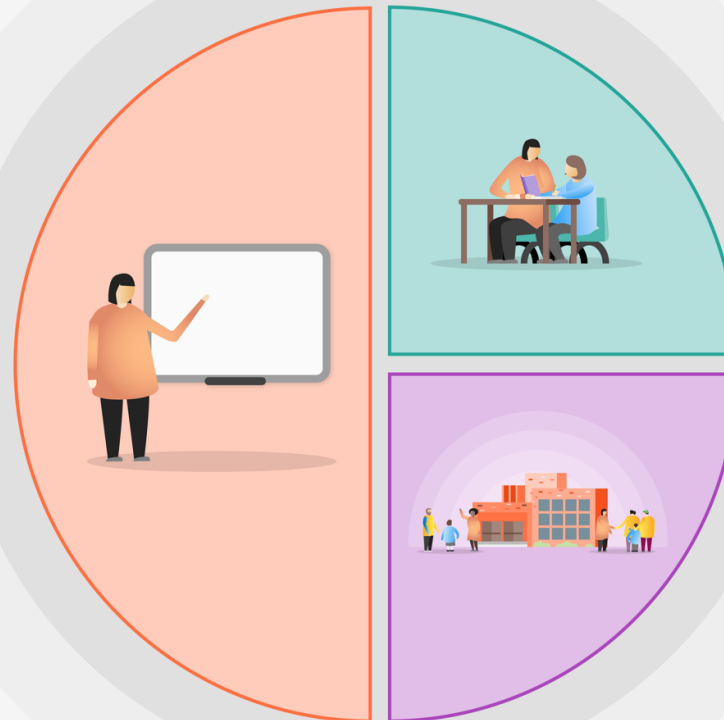
Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum.

Feedback used to make next steps explicit to children.

Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc.

On arrival baseline assessments are carried out and areas identified for intervention.

Quality resources to aid the teaching and revision of key mathematical concepts/aid fluency and also support teaching of spelling and reading comprehension.



2 Targeted academic support

Parents informed about their child's next steps

Teacher led interventions – content determined by analysis of baseline assessments. (Sports teacher employed to free up teaching staff.)

Additional TA support for phonics.

3 Wider strategies

CPD for all TAs on WISH programme to increase awareness and knowledge of mental wellbeing.

ELSA trained TA (CPD)

CPD toolkit access for all staff for 2 years – pastoral and academic.

Membership to PSHE scheme of work for mental health and wellbeing resources

Actions to date: (This is a working document and will be updated to reflect current expenditure)

<u>Action</u>	<u>Intended Outcome</u>	<u>What is the evidence and rational for this choice</u>	<u>Lead Person</u>	<u>Cost</u>	<u>Review</u>
QUALITY TEACHING					
Baseline assessments (Summer term 2020 NTS tests/spring term 2021 tests as well as teacher diagnostic assessments (questioning, low stake quizzes)	Assess gaps in learning and have a standardised starting point	Effective of quality informative assessment on teaching is well documented. Questions to consider: What learning has been lost or misunderstood? Should we re-teach that material to the whole group, or move on? What is the right balance between standardised assessments and classroom-based diagnostic assessments?	CTs and monitored by HT	Nil - resources already purchased.	Autumn data point and spring data point
Plan recovery curriculum	Pupils learn key concepts to aid transition as well as achieving a broad and balanced curriculum	School recognises the importance of a balanced curriculum and therefore will concentrate teaching of maths and English key concepts. Staff will use DfE Ready to Progress criteria to identify key concepts in maths and increase opportunities to practise reading and English skills in other subjects.	CTs English SL Maths SL	Nil	Summer 2021
Purchase Nessy programme for all children to improve phonics, spelling and reading comprehension skills	Children's gaps in these key skills will diminish.	Phonics and spelling were identified as a weakness throughout the school.	Literacy SL and CTs to monitor its impact through data collected by children's participation.	£700	Summer 2021
Purchase of 'Here we are' back to school resources	Children will transition from remote learning back to school positively.	We are aware that some children may find the transition back into school difficult and wanted to support their mental wellbeing through a	LGg	£40	End of spring term 2021.

		cross curricular approach to learning during the initial transition period.			
TARGETED ACADEMIC SUPPORT					
Sports leader to teach high quality lessons while teachers lead interventions - content of interventions informed by baseline assessments.	Gaps to be closed. Children back on track (from Summer Term 2021)	Evidence from EEF and Sutton trust for teachers to lead interventions groups.	HT	£3000 (2 terms)	End of summer term 2021
Additional TA time for phonics	Children reach required phonics milestone by end of Year 1 and YR	School evaluation of gaps in phonics	LGb/HT(KB)	£128.61	End of Autumn Term 2020
WIDER STRATEGIES					
Training for TAs in promoting Wellbeing and conducting wellbeing interventions	TAs have a greater understanding of supporting children's mental health needs. Intervention groups with planned structure to take place. Children's mental health needs addressed.	School recognises that some of the children return to school may not find the transition easy.	Shropshire Council (LA)	Nil (LA funded)	Termly
Membership to SCARF PSHE resource and training (1 Year) to access mental health and wellbeing resources as well as returning to school planning guidance.	Pupils have quality teaching and resources to help develop understanding of mental health and wellbeing.	School recognises the need to support children's mental health and wellbeing.	PSHE SL	£355	Annually