

# Covid-19 'Catch up' Premium Planned Spend

Name of School:	ST. MARY'S CE PRIMARY SCHOOL
Number of pupils Reception to Year 6 (Oct 2019 census):	166
Catch-up premium provisional allocation:	£13,280
Autumn term 2020 payment:	£3.320

**This document should be read in conjunction with our published Covid-19 Recovery Plan**

## **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 reception through to year 11.

## **Payments**

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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:**

On March 20<sup>th</sup> 2020, when the nation went into the first lockdown, we provided childcare to our most vulnerable children and the children of workers who were critical to the nation's response to COVID-19. Children with special educational needs (EHCP/GSP) continued to have the opportunity to attend school to receive an education, with staff employing a 'best endeavours' approach to their personalised provision given the restrictions of COVID-19. Provision continued to be offered from St. Mary's Bluecoat School during the spring half-term and also during the two week Easter period. During this period, staff also delivered food parcels to families of children eligible for free school meals or arranged supermarket vouchers for them. School staff carried out a regular telephone check-in with more vulnerable families, particularly where there were child protection concerns. Teaching staff planned a remote learning offer to their class and shared this initially via their school's website.

On 1<sup>st</sup> June 2020, all schools within The Trinity Federation opened to the children of critical workers, vulnerable pupils, Nursery, Reception, Year 1 and Year 6 pupils. Teaching staff were then delivering face to face teaching in our classrooms as well as maintaining remote learning for those who remained at home.

The vast majority of our pupils engaged at some level with the home learning provided over the spring and summer terms. This involved work being set by teachers and uploaded weekly to the school website. We trialled the use of Class Dojo with a number of classes in the summer term and then after this was deemed to be a successful approach, we extended its use to all classes. Children downloaded the work set and uploaded photos of completed work to Class DoJo. This platform was used to communicate daily with children and parents. School also used online resources including Oak National Academy, Joe Wicks PE, Times Table Rock Stars, Spelling Shed and White Rose Maths to supplement on-line provision.

Our school has been open to all pupils since the beginning of September, operating with a high level of preventative measures. Attendance has been good.

**Curriculum expectations post lockdown:**

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.

The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.

The last whole school summative data collected in the 19/20 academic year was for the end of Autumn term 2. The March 2020 lockdown came before teachers were scheduled to administer the end of Spring term 2 assessments. To this end, staff have now established a baseline for all children, in all year groups (Autumn term 1 20/21). Staff have worked with the ELT and their Head of School to analyse these assessments to identify any trends and any gaps that need prioritising. Pupil progress meetings have been held remotely to review each child’s baseline, with each Head of School and ELT supporting staff to plan any future interventions or support systems that may be required.

<b>Identified impact of lockdown</b>	
<b>Social and Emotional well-being of all in school community</b>	We have experienced an increase in the number of children and families requiring support whether that be at school level, through an Early Help or Targeted Early Help process or because of child protection concerns. A number of families have experienced trauma such as bereavements during the pandemic, break-downs in relationships, isolation from loved ones, loss of employment and/or financial hardship.
<b>Maths</b>	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 there is content to re-teach and missed content to cover as well as delivering the current year group content. Recall of basic skills has been impacted upon more greatly where a maths mastery approach was not yet embedded in the teaching pupils had previously received – we have noticed that some children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.
<b>Speaking &amp; Listening</b>	The number of EYFS pupils entering school with speech and language concerns has increased. Pronunciation, sentence construction, understanding and the general ability to speak in sentences are the main areas of concern. Revision of previous teaching of phonics is necessary for some children.

<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling, plus handwriting 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>
<b>Reading</b>	<p>Some 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, some children are less fluent in their reading and the gap between those children that read widely and those children who didn't is evident. Reading requires revision of key skills and continued phonics support for a few pupils.</p>
<b>Non-core</b>	<p>There are some 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. Physical fitness of the children has also suffered. Pupils have also needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.</p>
<b>Catch Up Funding Premium Priorities</b>	
<b>Priorities</b>	<ol style="list-style-type: none"> <li>1. Support the social and emotional needs of all pupils</li> <li>2. Re-establishing positive learning behaviours such as independence and resilience</li> <li>3. Through formative and summative assessments identify common gaps in learning within cohorts which will be addressed through quality first teaching.</li> <li>4. Identified specific pupils with wider gaps in retained knowledge and skills will receive targeted support to 'keep up' and 'catch up'</li> <li>5. Ensure the return to delivery of a full, broad and balanced curriculum</li> <li>6. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. <i>(Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.)</i></li> </ol>

**Summary of planned catch-up premium spending:**

- Additional Teaching Assistant employed to deliver small group and 1:1 phonics catch-up across Year 1 and 2 and with a focus on any child in Year 3 who was due to re-sit the Year 1 phonics check when they were in Year 2.
- Employment of an additional teacher for academic year 20/21 to create smaller class sizes (bubbles under 30 pupils) to support Quality First Teaching.
- Purchase of GSPS Rising Stars assessment papers Y1-6 x 3 terms
- Increased staffing costs - Early Intervention Practitioner to attend the increased number of core group meetings and carry out Early Help work as necessary.
- Purchase of Spelling Shed subscription
- Purchase of White Rose Maths Premium resources for all year groups
- Staff 'remote' training on positive behaviour management (provided by Shropshire Educational Psychology Service)