



St. Mary's Primary School: Covid Catch-Up Premium Plan

| Summary information | | | | | |
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| School | St. Mary's Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium 20/21 | £17,040 | Number of pupils | 211 |

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 |
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| <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 potential impact of lockdown KS1 and Early Years

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| Maths | <ul style="list-style-type: none">• In Reception there are groups of children who need to further develop their early counting and number recognition skills.• Across Key Stage One and Reception there are some children who need to improve children's reasoning skills and use of mathematical vocabulary.• A small number of children in Key Stage One need support understanding basic number operations |
| Writing | <ul style="list-style-type: none">• Throughout Key Stage One and Reception there are groups of children who need to further develop their fine motor skills for writing.• In Key Stage One there are groups of children who need to improve their letter formation.• In Key Stage One there are some children who need to further improve their application of phonics for writing. There are also some children who need to focus on spelling high frequency words (particularly those that cannot be sounded out phonetically) |
| Reading | <ul style="list-style-type: none">• There are a number of children who have had limited opportunity to develop the skills taught through Phase One Phonics. This means that they need further support with hearing sounds in words; blending for reading and segmenting for writing.• A number of children in Key Stage One need to develop their ability to make simple inferences from a text.• A small number of children had very limited opportunities to practice reading during lock down. As a result they made limited progress in developing their ability to decode unfamiliar words and in building their sight vocabulary. |
| Other | <ul style="list-style-type: none">• There are some groups of children who need support with their interactions with each other. They particularly need to focus on sharing, turn taking and playing gently. |

Identified potential impact of lockdown KS2

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| Maths | <ul style="list-style-type: none">• Groups of children across KS2 need to practise their times tables as much as possible.• Some children need to become more secure in their understanding of place value.• Some groups of children need to practise their arithmetic skills so that they can use and apply them to problem solving.• Some children need to work more systematically and show their reasoning skills in order to reach greater depth. |
| Writing | <ul style="list-style-type: none">• Some children need to return to the basics of writing a sentence, including the use of correct punctuation.• The spelling of some of the Yr3/4 and Yr5/6 statutory words needs improvement for some children. The spelling of homophones also needs revision from some children.• Cursive handwriting needs to be improved for some children.• Groups of children need to focus on using self-reflection time to effectively proof-read, edit and improve their written work. |
| Reading | <ul style="list-style-type: none">• Some children's inference and deduction skills in reading have been affected by lockdown, which is probably due to less opportunity at home to practise comprehension skills. |

| Intended outcomes | Success criteria |
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| <p>To address gaps in children’s reading comprehension skills which were acquired during the partial closure of schools. This will help children to access the curriculum and make progress in all areas of their learning.</p> | <p>Accelerated progress is made from Autumn 1 assessments in reading. That formative assessment demonstrates that children are able to comprehend age appropriate texts. That children’s outcomes in summative assessments demonstrate at least age appropriate comprehension skills.</p> |
| <p>To ensure that children have the necessary knowledge and skills in mathematics to progress to the next stage of mathematical education which is age appropriate. To identify the children who have fallen furthest behind in mathematical knowledge, fluency and reasoning and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p> | <p>Accelerated progress is made from Autumn 1 assessments in mathematics. That formative assessment demonstrates that children have acquired the appropriate skills and knowledge needed to access age appropriate learning in mathematics. That summative assessments demonstrate children have made at least good progress from Autumn 1 assessments. That gaps in mathematical attainment between identified children and their peers are rapidly closed.</p> |
| <p>To identify the children who have fallen furthest behind in English reading (decoding and comprehension) and writing (including letter formation, spelling and sentence structure) and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p> | <p>Identified children make rapid progress in reading and writing, closing the gaps that have occurred during the partial closure of schools. That gaps in reading fluency and comprehension between identified children and their peers are rapidly closed. That identified children are working at ARE in writing (or have made at least good progress from their Aut 1 assessment) That gaps in writing attainment between identified children and their peers are rapidly closed.</p> |

Planned expenditure

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| Academic year | 2020/21 |
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Teaching and whole-school strategies

| Action | Intended Outcomes | Timescale | Cost | Staff Lead | Date of review |
|--|---|---------------------------------------|-------------|--|-------------------------------------|
| <p>All children in all classes to have dedicated reading comprehension lessons per week, in addition to their timetabled English lesson.</p> | <p>Children’s reading speed, fluency and comprehension will improve so that all children are able to decode and comprehend age appropriate texts.</p> | <p>Autumn, Spring and Summer term</p> | <p>£150</p> | <p>Eileen Beechey and Lucy Richardson: English subject leaders</p> | <p>December 2020 April 2021</p> |

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| All children in all classes to have dedicated writing sessions where writing is carefully modelled to support letter formation, sentence construction and grammar application. | Quality of children's writing will improve so that spelling and letter formation is more accurate and composition is more effective leading to increased attainment and progress. | Autumn, Spring and Summer term | N/A | Eileen Beechey and Lucy Richardson: English subject leaders | December 2020 April 2021 |
| All children in all classes to have a weekly arithmetic lesson to increase maths knowledge, skills and fluency session. This is in addition to their timetabled maths lesson. | Children's mathematical knowledge and fluency skills will be practised and refined, ensuring that gaps in learning are addressed. | Autumn, Spring and Summer term | £150 | Susan Kelly: Maths subject leader | December 2020 April 2021 |
| Children in EYFS and KS1 to be taught playtime games using playground equipment. | Children will develop effective turn taking and have positive interactions with one another during bubble playtimes. | Ongoing | Taken from Sport premium funding | | |

Targeted Approaches

| Action | Intended Outcomes | Timescale | Cost | Staff Lead | Date of review |
|--|--|---|--------|------------------------|---|
| Identified children in Year 1 who are not on track to pass their phonics test are given 5 X 20 minute additional phonics weekly. | That gaps identified in reading fluency, comprehension and writing will be rapidly closed. That the identified children are working at least at ARE in English by June 2021 | Autumn, Spring and Summer term | £570 | Nicoletta Charalambous | December 2020 April 2021 (ongoing teacher assessment against targets) |
| Identified children in Year 3 to be given additional support via split class teaching to enable | That gaps identified in Maths and English will be rapidly closed. | SPLIT CLASS Autumn 2, Spring and Summer Term | £1,984 | Lyn Reynolds | December 2020 April 2021 |

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| progress in maths, reading and writing SPLIT CLASS TEACHING 1 SESSION | | | | | (ongoing teacher assessment against targets) |
| Small group teaching in English for identified children in Year 6 that will help to ensure that specific, individualised targets and gaps can be effectively addressed. SPLIT CLASS TEACHING 3 SESSIONS A WEEK | Improved learning outcomes in reading and writing for identified children. Rapidly accelerated progress for identified children from Autumn 1 2020 baseline. | Autumn, Spring and Summer term | £7076.25 | Lucy Richardson | December 2020 April 2021 |
| Small group teaching in Maths for identified children in Year 6 that will help to ensure that specific, individualised targets and gaps can be effectively addressed. SPLIT CLASS TEACHING 3 SESSIONS A WEEK | Improved learning outcomes in mathematics for identified children. Rapidly accelerated progress for identified children from Autumn 1 2020 baseline | Autumn, Spring and Summer term | £7076.25 | Lucy Richardson | April 2021 June 2021 |
| Priority 1:1 reading daily for 10 minutes with individual children identified from November tracking meetings. | Improved reading fluency, speed and accuracy leading to improved progress and attainment compared to starting point. | Autumn, Spring and Summer term | time | | January 2021 March 20201 June 2021 |

| Wider Strategies | | | | | |
|--|---|---|-------------|------------------------------------|--|
| Action | Intended Outcomes | Timescale | Cost | Staff Lead | Date of review |
| Establish need and offer loaned devices from school to support the completion of home learning and where needed, remote learning. | Children have access to appropriate technology so that all can access learning irrespective of economic circumstances. | Technology survey: Google Form - Autumn 2 Issue devices as needed. | time | Maria Constantinou: Headteacher | Review needs during any bubble closures as needed. |
| All members of staff trained in full use of Google Classroom including skills and techniques to support independent access in order to capture pupil engagement. | All members of staff will be deployed as part of the digital St. Mary's community. Activities will be crafted to facilitate pupil independence and engagement during home learning and remote learning scenarios. All staff will be involved in provision of purposeful and rapid feedback as required. | Staff training: Autumn 1 for teachers Autumn 2 for TAs | time | Maria Constantinou: Headteacher | February 2021 June 2021 |