



Covid-19 Catch-Up Premium Plan and Funding



Summary information							
School	St Peter's RC Primary						
Academic Year	2020-21	Total Catch-Up Premium	£11,040	Number of school pupils	140	Number of pupils eligible for PP Grant	56

Guidance

What catch-up funding is for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most

Yew Tree Primary School will make every effort to support disadvantaged pupils with their learning. For the purposes of this plan, the term disadvantaged goes beyond the Government's definition of those eligible for Free School Meals or Pupil Premium and includes those who may struggle to access remote education whilst not attending school (i.e. pupils facing difficult circumstances in the home environment of those with limited or no access to technology at home).

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. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise schools' approaches to catch-up from September 2020, 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.

The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21.

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.

Policy links:

SIP 2020-21 Pupil Premium Spending Plan 2020-21 Remote (Virtual) Learning Policy & Guidance (September 2020)

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 guidance 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 support strategies:</p> <p>Teaching High quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development</p> <p>Targeted academic support High-quality one to one and small group tuition Teaching Assistants and targeted support Academic tutoring Planning for pupils with Special Educational Needs and Disabilities (SEND)</p> <p>Wider strategies Supporting pupils’ social, emotional and behavioural needs Planning carefully for adopting a SEL curriculum Communicating with and supporting parents Supporting parents with pupils of different ages Successful implementation in challenging time</p>

Strategy Statement
<p>St Peter’s RC academic priorities for using the catch-up premium include early years and KS1 phonics, writing and mental arithmetic. The mental health and wellbeing of the whole school family is important too. We will also have a focus on parental engagement and remote/home learning. Our core approach is to fund additional staff hours in order to release the class teacher to provide targeted support to specific groups of pupils. The teacher will focus on an identified area of learning/gap in knowledge missed due to school Covid closures. Funding will also be used to purchase any additional resources required for this.</p> <p>Our overall aims of the catch-up premium strategy are:</p> <ul style="list-style-type: none"> • to reduce the attainment gap between disadvantaged pupils and their peers • to raise the attainment of all pupils, to close the gap created by COVID-19 school closures

Identified impact of lockdown	
Maths	Specific content from the previous year has been missed, leading to gaps in learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and reasoning assessments through the poor application of knowledge to problem solving.
Writing	Children have lost essential practising of writing skills. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. EYs baselines have shown that children's physical development skills have been significantly impacted on and this will have an impact on handwriting/writing skills. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown.
Reading	Decrease in attainment but not as significant as seen in Writing and Maths, perhaps because more children were able to access reading during lockdown. This is something that was more accessible for families and required less teacher input. EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. The engagement from home was varied.
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.
Mental health and wellbeing	<p>Children have missed varying amounts of time in school due to parental choice when schools offered a wider opening in June 2020 or because their year groups had not been prioritised. SEND children and those with a diagnosis of Autism have been affected at a deeper level due to disruption to routines and their increased needs for regular support. Children may also have experienced feeling isolated and lonely, worries about the future. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing.</p> <p>At St Peter's RC, our children in Year 1 have had the toughest return to school - most of these children have found the return to a more formal curriculum really challenging. These children need support through a high quality PHSE curriculum as well as plenty of opportunity learning through play. CPD needs to be provided for the class teacher to realise this. There are other targeted children across the school who would benefit from therapy sessions, counselling, or ELSA sessions that focus on their mental wellbeing, their emotions and/or their social behaviours. This will hopefully impact on their mental wellbeing and prepare them better to approach their learning.</p>

Planned expenditure – The below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools

Teaching and whole school strategies

Desired outcome	Chosen approach and anticipated cost*	Impact (once reviewed)	Staff lead	Review date
<p><u>Access to technology</u></p> <p>To use technology to support teaching & learning and enhance pupil progress. Activities and work set so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.</p> <p>To ensure continuous provision in the event of a year group/class closure due to Covid. Progress of the most vulnerable pupils supported through access to IT so barriers to learning are removed. Teachers are able to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. Activities and work set so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum, which allows skills to be built incrementally.</p> <p>Vulnerable pupils who may struggle to access remote education whilst not attending school are supported with their learning so that all pupils have access to high-quality education when working remotely.</p>	<p>Chrome books purchased (Autumn 1) by Plymouth CAST; these will be used initially in school. This will ensure that all children will have access to one during the working day. The intention is that each class will embed chrome books as an integral and essential daily resource. Each model class will work to becoming ‘experts’ and will be exemplars of a blended curriculum for role out in the event of a child having to self-isolate, a partial/whole school closure.</p> <p>Computing leader will lead provision so that he becomes an expert and will deliver training to staff and liaise with parents. Subject leader release time (£480)</p> <p>In the event of a class/year group closure pupils will switch seamlessly to remote learning thus ensuring continuity of education.</p> <p>If a local lockdown is implemented, we will distribute devices supplied for use by the DFE and the ones purchased by Plymouth CAST. We will offer immediate access to remote education for pupils who are required to remain at home. By allocating chrome books to pupils working remotely from home, in the event of a year group/school closure, priority catch-up programmes will continue (as per planning) in order to support progress of the most vulnerable pupils.</p>		<p>DB – oversee curriculum content</p> <p>AF and MB – CPD for all staff and videos created for parents.</p>	<p>As and when necessary</p>

<p><u>Quality teaching and learning</u></p> <p>To raise attainment across the school for and with a particular focus on reading and writing.</p> <p>Every teacher is supported and prepared for this year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable.</p> <p>This needs to be the case for learning that takes place at home and in school.</p> <p>Staff will have up to date CPD which will support their teaching and learning strategies – Rosenshine</p> <p>Quality first teaching to improve and have a positive impact on outcomes.</p>	<p><u>School</u></p> <p>Face-to-face teaching focusing on key ideas and setting up the home learning with modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task. Link to the Principles of Rosenshine – Plymouth CAST wide.</p> <p>Coaches will support all staff to identify and target their individual areas for development. They will also support staff to continue to make progress throughout the year.</p> <p><u>Home</u></p> <p>A package of home learning put together ensuring we focus on basic skills first and foremost.</p> <p>Google Classroom used as a platform and feedback is provided by teachers. This initial preparation included coaching children whilst they are in school.</p> <p>Home learning focuses on independent practice (with prompts and keywords provided) and short quizzes – all opportunities to embed concepts in the long-term memory.</p> <p>‘Loom’ to be used to speak with children each day.</p> <p>‘Google Meet’ to be used at least twice a week to allow children who are not in school to meet with their peers.</p> <p><u>Resources</u></p> <p>Resources to be purchased to support teaching and learning. To be used throughout school day and at home when appropriate.</p> <p>‘Emergency home learning packs’ where access to technology is limited or SEND children need additional manipulatives. (€120)</p> <p>RWI Book bag book and ‘Virtual Classrooms’ (Cost met by Ilsham English Hub)</p> <p>Purchase ‘The Write Stuff’ scheme by Jane Constantine. (€1868)</p>		SP and DB	March 21
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<p><u>Teaching assessment and feedback</u></p> <p>To raise attainment for all.</p> <p>Teachers and TAs to have a clearer picture of current attainment of their cohorts and where there are individual gaps in learning.</p> <p>Children provided with high-quality feedback based on accurate assessment.</p> <p>Interventions to be targeted where there is most need. Children receive feedback in real time and are supported to recognise their mistakes or challenge to make further progress.</p>	<p>At the end of Autumn term 1, assessments based on previous school year Summer term tests used to provide a baseline and identify gaps.</p> <p>Assessments to be used at the end of terms for current year group as the year progresses. Gaps to be identified and teaching/interventions adjusted accordingly.</p> <p>Children to be given clear targets to work on through verbal leaders to support and SLT to monitor. Oral feedback as well as written in books. Team</p> <p>Home learning: Feedback on tasks given via Google Classrooms.</p>		<p>Class teachers</p> <p>SLT to monitor and provide additional support/CPD where necessary</p>	<p>March 21</p>
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Total budgeted cost: £2468

Targeted Academic Support

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>To ensure all children access a high quality education</p> <p>Positive discrimination: expectation that all vulnerable learners are in school full-time, experiencing quality first teaching and support with follow-up.</p>	<p>Liaise with Plymouth LA EWO, virtual schools and appropriate SEN advisors. Update a weekly spreadsheet and RAG rate the vulnerable children. Discuss this at regular meetings.</p> <p>Vulnerable learners not in school receive graded support as indicated by monitoring system e.g. accessibility to a device, paper copies, extra phonecalls to support learning and well-being, bespoke feedback. This is closely monitored, reviewed, actioned and evaluated.</p>		<p>SP and DB</p> <p>SC (PSA)</p>	<p>Ongoing</p>

<p>To ensure targeted children make accelerated progress.</p> <p><u>Teacher to be employed for four full days a week from 15th March 2021.</u></p> <p>Gaps in learning to be identified and targeted children who have been most impacted by the loss of school during lockdown/partial closure.</p> <p>Children will make rapid progress and be ready to access the curriculum for their year group.</p> <p>Teachers are able to move forward with the curriculum allowing children to meet EOY expectations.</p> <p>The attainment of those identified children improves: Baseline gap analysis - assessment at end of Autumn 2 shows targeted Maths focus areas (as identified from Autumn 1 baseline) are understood with pupil demonstrating confidence in tutored concepts/skills.</p> <p>Parents are supportive and understand the importance of reinforcing learning at home.</p>	<p>Year 5 cohort, particularly boys, to catch up through intense small targeted group teaching – to be taught by the class teacher. As well as academic achievement, this group also need pastoral support.</p> <p>This to be repeated for Y3.</p> <p>The additional teacher will teach the top part of the class. Tuition delivered by qualified teachers who know the teacher well is likely to have the highest impact.</p> <p>This will run initially for six weeks (Spring 1) and the impact evaluated. The provision will continue if necessary.</p> <p>Other target classes/groups: Year 3 (six weeks) Year 4 (six weeks)</p> <p><i>(Revised Feb 21 due to school's partial closure)</i></p> <p>Cover to commence week beginning 15/3/21 – four days a week (£160 a day)</p> <p>x3 weeks of four days in Y3/5 (Spring 2) £1920</p> <p>x6 weeks of four days - groups to be confirmed (Summer 1) £3840</p> <p>x2 weeks of four days – groups to be confirmed (Summer 2) (£1280)</p> <p style="text-align: right;">Total supply: (£7040)</p>		SP	Ongoing
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<p><u>Intervention programme</u></p> <p>All children, including the vulnerable, disadvantaged and SEN children to make accelerated progress.</p> <p><u>RWI</u>: Children in YR and Y1 learn to decode quickly and gaps are closed swiftly - a particular focus on the lowest 20%. High percentages passing Y1 phonics screening in June 21. Y2 to be prepared for the phonics check in Autumn 2.</p> <p>Children with gaps English and maths to receive timely intervention and make rapid progress. They are able to access the curriculum more fully.</p> <p>Regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	<p>Ruth Miskin RWI Virtual Classrooms' to be purchased – this will assist with teachers and TAs professional development. It will facilitate 1:1 tutoring.</p> <p>RWI Book bag book and 'Virtual Classrooms' (Cost met by Ilsham English Hub)</p> <p>Take part in the Nuffield Early Language Intervention project. (DfE funded project)</p> <p>Teachers to compile well thought out intervention timetables linked to gaps. TA's to deliver and teachers to monitor impact.</p> <p>SLT to hold PP meetings to ensure accountability and progress.</p> <p>SENDCO to meet with teachers regularly and update provision maps.</p> <p>ELSA and learning mentors (MAST) to be utilised.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups to be available.</p>			
Total budgeted cost				£7040

Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>To enhance the mental health and wellbeing for all</p> <p>Mental health and well being support for all , including children, staff and parents.</p> <p>Children are happy and say that they feel safe in school.</p> <p>Children are able to articulate their thoughts and emotions within a safe environment.</p> <p>Children have a platform to learn.</p> <p>A positive culture in school and morale high. children, staff, parents, governors)</p>	<p>All teachers to identify children in their class who they feel have been severely affected during lockdown and share this with SLT.</p> <p>SLT to analyse the list of children, discuss needs and prioritise children who need support.</p> <p>Provide ELSA support for targeted children. Seek counselling sessions/courses that our children would benefit from Plymouth MAST. <i>(Plymouth MAST top –up subscription: (£1232)</i></p> <p>Provide whole-staff CPD sessions that aim to support children’s mental health and well being environment Appoint a ‘Mental Health Leader’ and ensure she participates in the training put on by Plymouth MAST. Release cover for SEMH interventions. <i>SEMH funding used for this</i></p>		SP	Ongoing

<p>To ensure effective communication and support is provided for parents/carers.</p> <p><u>Supporting parents and carers</u> Based on strong relationships: Communication with families (and staff) made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being.</p> <p>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. Enable all children to access lessons and support through a sharing platform. Resources will be easily accessible to parents and teachers are able to assess and feedback to children in a timely manner.</p> <p>Impact of further lockdowns or isolation periods is reduced, as remote learning package is highly effective.</p>	<p>Continue to use Class Dojo to communicate with parents/carers.</p> <p>Regular newsletters and use of social media platforms to share information and to also celebrate success.</p> <p>Set up Google Classroom for whole school (focus on KS2 to start) so that lessons and resources can be easily accessed and home learning activities can be returned to teachers.</p> <p>As mentioned above, purchase RWI Virtual classrooms.</p> <p>Signpost parents to a range of courses as and when they arise.</p> <p>Daily phone-calls/distanced visits support establishment of routines</p> <p>Plymouth MAST support – Family Support Workers for parents. (Top-up MAST subscription as costed above)</p> <p>Parent Support Advisor to make welfare checks to identified families.</p> <p>Home learning leader/assistant head, to phone families who are not engaging in home learning – find out the barrier and in collaboration with class teachers, provide support.</p>			
Total budgeted cost				£1232

Overall cost	£10740
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£300 contingency