



Catch-Up Premium Plan St Peter's CE Primary Bratton

Summary information

School	St Peter's CE Primary Bratton				
Academic Year	2020-21	Total Catch-Up Premium	£32640	Number of pupils	408

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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.

Context

Statistically, children who come from disadvantaged backgrounds have been effected by lockdown more than children who are from less disadvantaged or vulnerable backgrounds.

91% of children from St Peter's live in IDACI G areas. Suggesting little deprivation. However, this does not take account of some of the real experiences of families in our school. Some have had time deprivation during lockdown, others have suffered economic shock and impact.

During initial lockdown, an average 15 children a day accessed child care from school. This was available from 7.30am – 6.00pm. Numbers steadily increased until up to 140 children a day were attending school in June.

Throughout the lockdown, on line learning was made available and school made full use of Oak National Academy resources.

Laptops have been available for free loan since April, this provision has been strengthened and further resources made available for isolating bubbles, such as prepaid data sticks. Currently about 40 laptops are loaned.

School now uses Microsoft Teams for its online learning.

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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
<p>Maths</p>	<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 – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p> <p>The impact of this becomes more pronounced in the higher years of school, with some year groups more effected than others. The current Year 1 have seen little impact for instance.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge has suffered, leading to lack of fluency in writing and children forgetting basic skills. 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. The standard of writing that children completed in lockdown does not reflect the ability they show in class with impact from teachers.</p>

Reading	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.
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. Children will need to be given knowledge that they missed during lockdown at the start of connecting units or have gaps filled in their knowledge – such as periods of history.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>From Easter, The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Purchase of additional physical resources to support teaching of maths</p> <p>Sufficient skill appropriate reading books in Years 3/4 to be held in each bubble.</p> <p>Excellent phonics knowledge and whole school approach to the teaching of phonics.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>(£1000)</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p><i>(£1000)</i></p> <p><i>Purchase additional book banded reading books for Year 3/4</i></p> <p><i>(£1000)</i></p> <p><i>Additional phonics training with external trainer.</i></p> <p><i>(£900)</i></p>		<p>AM</p> <p>MD</p> <p>MD</p> <p>MD and SB</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Use of AFL techniques school has previously explored.</i></p> <p><i>Use of mental maths tests</i></p> <p><i>Use of Power Maths assessments</i></p> <p><i>Use of reading ages assessments</i></p> <p><i>Use of Phonics tracker</i></p> <p><i>(£1000 – additional resource costs)</i></p>		<p>AM</p>	<p>Feb 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St Peter's have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>From January 20201, Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining St Peter's.</i></p>		<p>EP</p>	<p>Ongoing</p>

		(£600)		
Total budgeted cost				£5500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition for Reading, Writing and maths:</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>All National classes to receive additional Teaching Assistant support, increasing provision to full time wherever possible. This will enable TAs to provide additional small group and 1:1 work and teachers to do additional catch up provision.</i> (£27,000)		MD	Feb 21
<u>Intervention programme</u> Appropriate interventions, such as Catch-Up Numeracy and Literacy and Toe by Toe, supports those identified children in reinforcing their understanding of reading and basic maths skills and application of number. Wrap around staff providing additional support	<i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently</i> (£450 per adult per programme) £3600		MD	Jun 21
<u>Additional Support for Reception intake</u> Reception intake, who missed many months of nursery provision, quickly settle into school and catch up so that the	<i>Provide an additional teaching assistant, in order to facilitate 1:1 and group work, focusing on the greatest areas of need.</i>		MD	Feb 21

majority of children leave reception at age appropriate level and all make excellent progress.	(£6000)			
Total budgeted cost				£36,500

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></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.</p>	<p><i>Times table Rockstars</i></p> <p style="text-align: right;">£95</p> <p><i>Introduction of Microsoft Teams (already funded in school licence agreement)</i></p> <p><i>Person Digital Service</i></p> <p style="text-align: right;">£1120</p> <p><i>Picture news</i></p> <p style="text-align: right;">£100</p> <p><i>Purple Mash (2 Simple)</i></p> <p style="text-align: right;">£708</p> <p><i>Provision for further resources</i></p> <p style="text-align: right;">£1000</p> <p style="text-align: right;">Total: £2023</p>		Subject leads	Feb 21
<p>Children have access to appropriate stationery and books for home learning</p>	<p><i>Children's school provided personal stationery taken home in the event of a lockdown. Funding to replace items that will not come back into school.</i></p> <p style="text-align: right;">£500</p>		MD	Feb 21

<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teaching Assistants and Office Staff have appropriate devices to allow them to work remotely. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Pupils have access to devices where there are not enough devices in the house to support home learning.</p>	<p>Reorganisation of school ICT to allow 50 devices to be made available for home learning, whilst still maintaining a core provision of devices in school. Sell off for old equipment has been postponed and IT resource directed to the establishment and maintenance of this equipment.</p> <p>Small stock of 4g sticks and data allowance</p> <p>2 devices provided by DFE directly to support remote learning £600</p> <p>1 device provided by LA to support remote learning £400</p> <p>Cost of IT support for remote devices £1500</p> <p>Estimate of devalue of stock due to delay in sale, damage and write offs £2500</p> <p>4G sticks x 3 £46</p> <p>Stock of 20 30GB 4G SIM cards (provided FOC but valued at £300)</p> <p>Total: £5796</p>		AM	Feb 21
Total budgeted cost				£7869
Total costs				£49869
Cost paid through Covid Catch-Up				£32640
Cost paid through other sources				£1300
Cost paid through school budget				£15929

Agreed by governors on 7.12.20