

## Summary information

<b>School</b>	St David's C of E Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£8000	<b>Number of pupils</b>	100

## 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 (DfE Guidance)

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

## EEF Recommendations

**Teaching and whole school strategies**

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning

**Targeted approaches**

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

**Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology

## Identified impact of lockdown

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<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled progression for some pupils. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Not all families felt confident when supporting their children during lockdown – this was increasingly so in Y5/6 where parents were not always sure of the strategies being taught.</p> <p>Recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative and summative assessments conducted during period(s) of time pupils were back in school.</p>
<b>Writing</b>	<p>Children haven't necessarily missed learning in the same way as Maths, however they have lost opportunities for the essential practising of writing skills. Phonics and SPaG specific knowledge 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. During lockdown many pupils submitted word processed learning and therefore were not practising handwriting skills.</p>
<b>Reading</b>	<p>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. Phonics testing in October 2020 for the current Y2 showed that all pupils reached the expected standard. In the current Y3 on the other hand 20% of pupils still did not reach the expected standard.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge for some pupils – 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 memorable curriculum moments. There is a significant deficit in cultural capital for those pupils who do not have access to this when at home.</p>

#### Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St David's C of E Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

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**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**

EEF recommended strategy	EEF Rationale	Specific implementation at St David's C of E Primary School	Cost	Expected impact
<b>Supporting great teaching</b>  <b>£2000 (approx.)</b>  £1840 allocated	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>All subjects 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.</p> <p>Continue to support pupils with additional needs (SEND/EAL learners) to ensure that their needs are met in full.</p> <p>Continue to engage in Trust CPD/Networks etc – increase the amount who can attend virtual sessions by facilitating more cover to be available</p> <p>Trust Inset Day with a focus on appraisal (October) to identify training needs of both teachers and support staff</p> <p>Appraisal conversations and monitoring will ensure any previous CPD/areas for development are followed up and supported</p> <p>All teaching staff to access NPQ/Apprenticeship levy (if appropriate) to support professional development</p> <p>New staff who require support to receive in school mentoring</p>	<p><i>Additional time for teachers to research and plan noncore subjects. Release time and additional cover will be required to facilitate PPA – all classes have a pod/bubble that facilitates teacher release (a qualified Teacher or HLTA working as TA who can 'step up' to that role).</i>  <b>£500 - staff uplift salary</b></p> <p><i>Purchase additional Resources for across the curriculum inc Thesauruses / Reading books etc</i>  <b>£ 500</b></p> <p><i>Cover for staff release to attend training</i>  <b>Internal cover</b></p> <p><i>Phonics ResourcesEY/ KS1 to support QFT – RW Inc resources + Phonically decodable books (Dandelion Readers)</i>  <b>£500</b></p> <p><b>Phonics Play 35 pupils</b>  <b>£100</b></p> <p><b>Times Table Rockstars</b>  <b>£100 (school)</b></p> <p><b>Nessy Reading &amp; Spelling</b>  <b>£140 (7 pupils)</b></p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain inline with National Expectations.</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of covid and evidence of outcomes continue to improve across the school.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children.</p> <p>All teaching will be at least good.</p>

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<p><b>Teaching assessment and feedback</b></p> <p><b>£1000 (approx.)</b></p> <p>£700 allocated</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>Staff to receive CPD in relation to ‘Comparative judgement’ – a process where writing responses are compared – data is then statistically modelled and responses placed on a scale of relative quality – standardisation and moderation.</p> <p>CPD Support to be given to staff to support implementation of Pobble - Subj leader provide writing stimulus.</p> <p>Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects.</p> <p>Subject leaders to adjust curriculum map accordingly. Frequent low-stakes assessment to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p> <p>Assessment cycle to be revisited and WR/Twinkl tests along with online tools will be used to identify gaps &amp; direct focused catch up teaching</p> <p>The analysis will then inform the following terms planning and PPM conversations. Year 5 will trial the tool in Autumn with 3 and 4 following in Spring</p>	<p>‘Comparative judgement’ subscription £3 per child <b>£300</b></p> <p>Non-contact Curriculum lead to support implementation 2 x ½ day <b>£200</b></p> <p>Subject leaders non-contact time ½ per term (pay the difference) <b>£200</b></p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements.</p> <p>Analysis of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>
<p><b>Supporting remote learning</b></p> <p><b>£0</b></p> <p>Devices purchased prior to lockdown 3.0 – also 12 DfE devices</p>	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils’ remote learning, or supporting parents to do so, the key things to consider include:</p> <p>Teaching quality is more important than how lessons are delivered</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils</p> <p>Peer interactions can provide motivation and improve learning outcomes</p> <p>Supporting pupils to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit different tasks and types of content</p>	<p>Bubbles organised to facilitate the release of one team member at all times to facilitate the provision of personalised learning activities, provide tech support and to work in collaboration with parents in the delivery of learning</p> <p>Learning feedback will be shared regularly. Release of team member to facilitate ongoing marking throughout the working day (during lockdowns)</p> <p>Should there be multiple pupils in the same year groups isolating for individual reasons, live lessons will be delivered daily. Should a bubble close, live lessons will be delivered as per a ‘typical’ school day (timings may vary slightly).</p> <p>CPD and disseminate ‘Microsoft TEAMS’ across school, sharing good practice.</p> <p>Utilise the ICT Expert(s) within Ventrus to enhance ‘remote learning’ for those individual teachers with limited experience</p>	<p>CPD to upskill staff with the delivery of Remote Learning Ed-Tech courses - <b>NIL</b></p> <p>CPD cover to enable staff to attend remote learning -free courses and practise the skills - <b>NIL (already costed)</b></p> <p>Organisation of class/bubble staff to facilitate the release of class teacher as/when required (eg: Each class/bubble has designated staff including Teacher or HLTA) - <b>NIL (already costed)</b></p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>

## ii. Targeted approaches

EEF recommended strategy	EEF Rationale	Specific implementation at St David's C of E Primary School	Cost	Expected impact
<b>One to one and small group tuition</b> <b>£2000</b>  £2000 allocated	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this.</p>	<p><u>Priority areas identified as being:</u></p> <p>White Rose Maths – catch-up programme Intervention &amp; support delivered by HLTA Y5/6</p> <p>Phonics catch up sessions EY /KS1</p> <p>Reading Comprehension – Y3/4</p> <p>NELI – Communication and Language tool</p>	<p>Y5/6 <b>£500</b> HLTA – 5 x 1hr per week Mar – April &amp; Summer term</p> <p>Y3/4 <b>£500</b> HLTA – 5 x 1hr per week</p> <p>Y1/2 <b>£500</b> HLTA – 5 x 1hr per week</p> <p>EY <b>£500</b> HLTA – 5 x 1hr per week</p>	<p>By increasing targeted time spent on supporting maths in small groups , data analysis will indicate gaps in maths progress will close.</p> <p>By increasing targeted time spent reading/supporting phonics 1:1 &amp; small group , data analysis will indicate gaps in reading/maths progress will close.</p>

## ii. Wider approaches

EEF recommended strategy	EEF Rationale	Specific implementation at St David's C of E Primary School	Cost	Expected impact
<b>Supporting pupils' social, emotional and behavioural needs</b>  <b>£1000</b>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support for pupils in 20/21</p> <p>Provision of a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs.</p> <p>Meaningful and manageable assessment will be crucial.</p>	<p>Teachers were involved in planning for well-being approaches within their classrooms, guaranteeing their preparedness, as well as enthusiasm. Ongoing CPD and support for staff ensures they have support whilst embedding changes in their practice. The transition and recovery curriculum will be grounded in evidence-informed approaches that have proven to be effective within our context. This will be delivered within timetabled PSHE and P4C sessions, and, crucially, within everyday practices. Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent</p>	<p>Additional Thrive/Boxall activities</p> <p>Thrive resources <b>£300</b></p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer handy reminders for pupils and staff.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.</p> <p>Exclusions/'stages' will not increase despite pupils absence from school during 'lockdown.' Data analysis will</p>

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		<p>approaches to solving problems and setting goals are central to our approach – similar to those previously explored in Mindfulness sessions</p> <p>Well-being will continue to be a focus for our school. We will ensure a shared language and actively plan daily check-ins with focus children. Increased presence on gate/in playground.</p> <p>Updated Boxall profiles in the summer term - This will ensure teachers are well equipped with the knowledge, targets and strategies to cater for everyone's SEMH.</p> <p>An increased focus and school expectation to use outdoor learning regularly in the curriculum and opportunities to partake in the planned activities like: Mental Health Day, will give pupils opportunities to meaningfully combine SEL and the academic curriculum</p> <p>The use of Boxall, the teaching of the learning behaviours and weekly PSHE lessons will support pupils SEMH throughout the academic year</p> <p>Magic Breakfast – supporting pupils getting off to a good start</p>		<p>indicate pupils generally remain behaving positive.</p>
<b>Access to technology</b>	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support</p>	<p>The purchase Chromebooks for both in school use and for those with no access at home</p> <p>Online platforms: (costed above)</p>	<p>Nil – already purchased</p>	<p>By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling.</p>

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<p><b>Supporting parents and carers</b></p> <p><b>£1400</b></p> <p>£1400 allocated</p>	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>Parents have the opportunity to contact all class teachers via TEAMS/Tapestry. This communication can take place outside of the working day to meet their needs. It is agreed however, that teachers will respond within their working day.</p> <p>In addition to offering pupil SEMH support, staff will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed. Support packages given to identified families. The support packages will include, FSM, uniform and food hampers vouchers etc. Parents will be invited to attend online workshops delivered in house by school staff (eg to support phonics etc).</p> <p>SLT/SENDCo to attend training offered by ‘Early Help Team’ to support parents with heightened anxiety/emotional need. CPD to manage difficult/hard to reach parents also to be attended and good practice shared across the school</p> <p>We will ensure we invest in strong relationships with parents. We will ensure home learning is purposeful, achievable and well monitored by staff</p> <p>The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book ‘quarantine’ rules.</p> <p>The purchase of resources to support the delivery of Lego Therapy</p> <p>Guinea Pigs – emotional support provided by having &amp; caring for pets</p>	<p>NIL</p> <p>£500</p> <p>NIL</p> <p>NIL</p> <p>£500</p> <p><b>£200</b></p> <p><b>£200</b></p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged. Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child’s education.</p> <p>By ensuring that all children are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at home, data will evidence accelerated improvement in the children’s reading ability.</p>
<p><b>Total spending</b></p>	<p>Allocated £7400      Left to allocate £600</p>			
<p><b>Total funding</b></p>	<p>£8000</p>			