



# Catch-Up Premium Plan

## St. Margaret Clitherow Primary School



### Summary information

<b>School</b>	St. Margaret Clitherow School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,720	<b>Number of pupils</b>	209

### 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

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

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

### Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and teaching needing to be adapted to cover this. Children still have an appetite for maths and lockdown has not affected their attitudes. Recall of basic skills occurs before each lesson to check understanding.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS 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.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. Lockdown has had an impact of phonics learning with our younger children. Teachers are working through some phases that would have been taught in the previous year.
<b>Non-core</b>	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.
<b>Other</b>	Teachers have found that children need more one to one adult attention than usual, and less independent in terms of getting resources they need. Children also need reminding about turn taking. Time is being spent on resilience and learning stamina.

**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>Transition support</u></p> <p>Whole school focus for all children returning to school. Children who are joining school from different settings or who are beginning their schooling with St. Margaret Clitherow School have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Children are given additional class support by adults that know them and can support the class teacher's daily teaching.</p>	<p>Purchase 'Here We Are' story for each class using CLPE's English planning for first week back. (£80)</p> <p>A virtual tour of St. Margaret Clitherow School arranged and shared with all new-starters.</p> <p>Additional teaching assistant support for Year 3 (children moving up from the Infants), Year 1 (children moving from EYFS) and EYFS (children new to the school). (£2272)</p>		CP	Ongoing
<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>Implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps. Purchase</p> <p>Use Herts for Learning (HfL) Maths intervention which uses place value diagnostic assessments. Complete necessary training with staff. (£600)</p>		KB and AC	July 21
<p><u>Teaching support:</u></p> <p>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>Use History and Geography Rising Stars programme to enable teachers to track back and easily view sessions children may have missed. (£580)</p>		CM, EM and TS	Feb 21
			<b>Total budgeted cost</b>	<b>£3532</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Maths</u>				
Identified Year 6 children able to attend weekly maths booster sessions before school to revise key concepts and boost confidence.	Purchase supplementary resources and appoint teacher to deliver sessions. (£2100)		CP	July 21
Use HfL maths intervention programme used to support those identified children in reinforcing their understanding of basic maths skills and application of number.	Use Herts for Learning (HfL) Maths intervention programme based on diagnostic assessments. (£600)		AC	July 21
Additional support for children to put maths learning into action.	White Rose maths resources to support daily maths teaching from Year 1 – Year 6. (£99)		AC	July 21
EYFS maths teaching uses Essential Maths planning in line with the rest of the school.	Undertake Essential Maths training for EYFS and purchase planning programme. (£500)		CC	July 21
Opportunities for children to revise and recap previously taught maths concepts.	Purchase maths workbooks for children in Year 5 and 6. (£100)		CP	July 21
<u>English</u>				
Curriculum coverage ensures grammar, reading and writing focus streamlined for the whole school.	Re-write English curriculum linking core texts to grammar, reading and writing goals. Purchase new texts for each year group. (£3000)		EN and SLT	July 21
Spelling support for weekly spelling lessons and for practise at home.	Purchase Spelling Shed and use in Year 3 – 6. (£100)		EN	July 21
Opportunities for children to revise and recap previously taught grammar concepts.	Purchase grammar workbooks for children in Year 5 and 6. (£335)		CP	July 21
			<b>Total budgeted cost</b>	<b>£6834</b>

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>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Support for parents following impact of lockdown on families.</p>	<p>Spelling Shed will be purchased so that children can practise spellings at home. Encourage use of TT Rockstars at home.</p> <p style="text-align: right;">Total allocated above</p>		CP	Feb 21
	<p>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p style="text-align: right;">£500</p>		CP	Feb 21
	<p>Parenting signposted and shared with families. Use School Family Worker to support individual families in need.</p> <p style="text-align: right;">£600</p>			
<p><u>Greater access to technology</u></p> <p>Children can access additional devices to support learning in class or at home.</p>	<p>Purchase 15 Chromebooks and 1 trolley. Chromebooks can be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed as Google Classroom is our chosen platform for home learning.</p> <p style="text-align: right;">£5800</p>		CP	June 21
<b>Total budgeted cost</b>				<b>£ 6900</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16720</b>
			<b>Cost paid through school budget</b>	<b>£546</b>
			<b>Total to spend</b>	<b>£17266</b>