



# 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

	From September 2020	From March 2021
<b>Wellbeing</b>	<p>For the pupils to be comfortable and feel secure in the school environment. Need to build in time for the children to socially interact and play. To re-establish friendships and relationships.</p> <p>To provide opportunities to re-establish positive learning behaviours.</p> <p>To be mindful of the need to build up stamina, resilience and independence in pupils who have been working outside of the school environment.</p>	<p>For the pupils to be comfortable and feel secure in the school environment. Need to build in time for the children to socially interact and play. To re-establish friendships and relationships.</p> <p>To provide opportunities to re-establish positive learning behaviours.</p> <p>To be mindful of the need to build up stamina, resilience and independence in pupils who have been working outside of the school environment.</p>
<b>Maths</b>	<p>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.</p>	<p>Same curriculum has been followed and gaps should be less; however, not all pupils completed daily learning. Ready to progress skills followed. Teachers to identify pupils where learning may be fragile or where there are gaps in learning. Identified pupils to be assessed using diagnostic assessment and 1:1 programme developed to address those needs.</p>
<b>Writing</b>	<p>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.</p>	<p>Typical barriers to achieving curriculum expectations in writing are sentence structure and spelling. Redrafting of work has occurred; however, the quality has not always been in line with the age-related expectations that we would usually witness at this time of the year. Pupils need to re develop their confidence in writing across the genres for an audience with purpose, fluency, and style. Building up stamina will be key. Early writing acquisition and letter formation for our younger pupils will require extra attention upon return. High quality texts will be used as stimulus. Use of age-appropriate texts maintained to ensure exposure to ARE writing. Ensure teaching tracks back to revisit/secure prior learning. Daily handwriting and spelling teaching to ensure that children can demonstrate they are working within curriculum expectations.</p>
<b>Reading</b>	<p>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.</p>	<p>Typical barriers to achieving curriculum expectations in reading are phonics, fluency and comprehension. Some phonics content will need revisiting and pupils may require an additional phonics session to recover and extend phonics learning. It will be important to ensure appropriate provision for phonics for spelling as well as phonics for reading. KS2 pupils have enjoyed the chance to free read, getting back on track with more complex reading skills and strategies, to ensure that they are able to infer and deduct at a more advanced level will be required. Ensuring that there is a breadth of exciting reading materials available will be key in all classes to make the reading offer irresistible. New reading scheme materials will be purchased. More high interest low challenge materials will be needed to motivate and inspire.</p> <p>High quality texts used as stimulus. Use of age-appropriate texts maintained to ensure exposure to ARE reading. Ensure teaching tracks back to</p>

		revisit/secure prior learning. Timetable opportunities for children to read aloud to assess appropriate pitch of text, fluency and comprehension.
<b>RE</b>	Aspects of the curriculum plan have been missed . Wednesday Word materials have provided a focus. Early RE skills related to retelling and to signs and symbols have been well catered for; however, for older pupils the focus on the application of more advanced skills has been less easy to cater for and will need a sustained focus upon return.	The RE Curriculum was tailored to consider learning from home. All RE knowledge/content has been catered for in this planning. Skills mapping will be necessary to ensure we are clear about where pupils are in terms of the development of and application of those skills. Internal moderation of RE using Diocese of Westminster materials will be undertaken on a termly basis.
<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.	A broad curriculum was offered for those pupils at home that was in line with the opportunities offered those children in school. Although PE activities were built into the weekly curriculum experience for all children, a return to usual PE skills and a focus on what has been missed will be necessary once regulations allow this. Dealing with competitive aspects of sport will need building up too. Opportunities for pupils to be active including playtimes and daily walking/fitness activities will be built into the timetable. Provision for practical subjects may have been difficult depending on home circumstances, it will be important for us to ensure that key skills are developed.
<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.	There was parity in the learning between home and school – the same materials were used. Engagement, however, will have been determined by personal home circumstances. Weekly phone calls and Zoom catch up sessions enabled us to monitor and support engagement. For children (particularly those who may have additional needs) who have enjoyed the small group focus, returning to a full class may present a challenge and will need careful planning.

**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	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>	<p>New starters settled into school life well in September. Some additional support was put in place for children.</p> <p>Children in these classes settled well after the period of absence.</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>	<p>Assessments used to ensure necessary support in place for individuals.</p> <p>Training took place for teachers in the Spring term and interventions started in Spring 2. Impact to be reviewed.</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>	<p>Sequencing of lessons enables necessary skills to be covered. Programme used during Spring lockdown to support learners at home. Package supported parents at home delivering home learning.</p>	CM, EM and TS	Feb 21
<b>Total budgeted cost</b>				<b>£3532</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact	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)	Key concepts covered and revised with children. Sessions stopped due to Spring lockdown.	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)	Interventions being delivered during Spring 2. Impact to be reviewed.	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)	Children able to put learning into action. Supported home learners with prepared videos and lessons.	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)	Essential maths used earlier with pupils to ensure foundations are in place. To be introduced in Nursery Summer 1.	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)	Children able to revise and recap previous learning.	CP	July 21
Subject development is driven by shared key priorities	Leadership time for subject leader enables effective support and sharing of good practice. (£400)	Effective support in place and consistency across the school	AC	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)	Planned sequences of learning takes place ensure necessary English skills and outcomes covered.	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)	Sequenced and planned spelling lessons support children’s learning. Increase in spelling practise at home.	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)	Children able to revise and recap previous learning.	CP	July 21

Subject development is driven by shared key priorities	Leadership time for subject leader enables effective support and sharing of good practice. (£400)	Effective support in place and consistency across the school	EN	July 21
			<b>Total budgeted cost</b>	<b>£7634</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>				
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.	Spelling Shed will be purchased so that children can practise spellings at home. Encourage use of TT Rockstars at home.  Total allocated above	See information above. Increase in times table practise at home.	CP	Feb 21
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.	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.  £500	Packs available to use if necessary.	CP	Feb 21
Support for parents following impact of lockdown on families.	Parenting signposted and shared with families. Use School Family Worker to support individual families in need.  £600	Early help support in place for families. Protective behaviours work enabled pupils to know when and how to get help.		
<u>Greater access to technology</u>				
Children can access additional devices to support learning in class or at home.	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.  £5800	Technology to support learning and curriculum implementation.	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>£1346</b>
	<b>Total to spend</b>	<b>£18066</b>