

St Mary's Catholic Primary School

COVID-19 Catch-Up Premium Strategy 2020-21



To enable schools to address learning lost during lockdown, the Government has made available to every school extra funding to support the catch up of children's learning.

Having considered where the main gaps are at St Mary's, we have put together a plan for using the Catch-up Premium, which will start from Spring term 2021. This strategy document will allow us to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and Governors the impact it has on pupil achievement.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch-Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

School Overview

| | |
|---|------------------------------------|
| Number of pupils YR-Y6 (November 2020) | 209 |
| Proportion of disadvantaged | 42% |
| Proportion of SEND (including those with EHCP) | 15% |
| Catch-up Premium allocation (No. of pupils x £80) | £18,160 |
| Date Published | December 2020 |
| Review Dates | March 2021 & July 2021 |
| Catch-up Funding Leads | Headteacher, SENCO, Assistant Head |
| Governor Lead | |

CONTEXT OF THE SCHOOL AND STRATEGY STATEMENT

St Marys serves a community where 42% of pupils are in receipt of pupil premium funding, well above the national average. This figure is only part of the whole picture; we have many families who do not qualify for free school meals or other support yet who are need support. The situation has worsened since the coronavirus pandemic.

During the first national lockdown, we supported a number of vulnerable and key worker children at school. When we were able to welcome back other year groups, we had an average of 16% of our pupils attending school. The school provided online learning for all pupils as well as printed copies of learning for those who could not access the online platform. Whilst many pupils engaged well with the learning, many did not due to a range of issues: connectivity issues, lack of access to devices, parents working, parents inability to support them.

Since lockdown, the school has been supporting the welfare of vulnerable pupils through the provision of meals or vouchers. This included families who were not entitled to free school meals and who had no recourse to public funds. This has continued during the autumn term when government funding was not in place for this.

Since reopening in September 2020, we identified common issues experienced by our pupils:

- loss of language and vocabulary across all subjects
- deterioration in handwriting and fine motor skills
- loss of independence and self confidence
- poor resilience and focus
- deterioration in basic skills in English and Maths as well as other subjects
- impact of sentence structure and stamina for writing
- issues around spellings and phonic knowledge
- poor number knowledge and fluency with the four operations
- younger pupils are having difficulty with concentration and socialisation

These gaps were evident in the baseline assessments carried out in September/October 2020 and are on-going. Pupils are less able to access pre-requisite knowledge and skills when learning is something new and therefore make fewer connections in learning. Our Early Years have been particularly affected in the personal, emotional and social education with issues around socialisation, sharing and interacting with others. KS1 pupils have also finding it difficult to access the KS1 curriculum having missed the opportunity to acquire basic skills necessary to make that transition.

Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT | |
|--|--|
| Academic barriers: (issues addressed in school such as low levels of literacy/maths) | |
| A | Issues with attendance, particularly affected by self-isolating |
| B | Year 1 pupils still working towards ELG |
| C | Key Stage 2 particularly lower key stage 2 have high proportion of pupils with low attainment, high SEND and social and emotional issues |
| D | Gaps in key skills |
| E | Poor resilience, focus and independence following lockdown |
| F | Poor language and vocabulary, particularly in EYFS |
| External barriers: (issues which require action outside school) | |
| A | Lack of means to access online learning and lack of engagement with Google Classroom |
| B | |

Intended Outcomes and Planned Expenditure for 2020/21

| Quality of Teaching for All | | | | | |
|--|---|---|---|-----------------------|------------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Cost | When will you review this? |
| Gaps in knowledge identified and addressed | Gaps identified can be acted on Teaching responds to pupil need Interventions and whole class teaching address gaps | DfE's catch-up premium guidance | Pupil progress meetings Phase meetings Monitoring of planning | £0 | Termly |
| Curriculum priorities reviewed | Key knowledge and skills taught Curriculum allows time for developing resilience, independence and emotional support | KCSIE EEF's COVID-19 support guide for schools | Monitoring of books and planning by subject co-ordinators | £0 | Termly |
| Quality first teaching to support all pupils to make progress | Pupils make accelerated progress Work scaffolded for pupil Outcomes begin to return to pre-Covid levels | EEF's COVID-19 support guide for schools | Pupil Progress meetings Monitoring cycle of teaching and books | From existing budgets | Termly |
| Participation in Nuffield Early Language Intervention language project | Accelerated the development of young students' early language and literacy skills. Rapid progress in language skill acquisition Gaps resulting from lockdown closed | EEF Promising Projects DfE funded project | Monitoring of C&L progress from baseline (both school baseline and project baseline) Project outcome data SLT to monitor implementation | | Termly and at end of project |

Total budgeted cost:

Targeted support

| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Cost | When will you review this? |
|--|--|---|--|--------|---|
| HLTA & TA's to deliver maths and English interventions to small groups of children (CC – EYFS, MM – Y1, KN Y2, CM & MK KS2) | Gaps closed Key Skills developed Pupil confidence grows Pupils back on track | Evidence from EEF and Sutton trust for small group interventions groups. Using someone in house will provide more control and better tailoring of interventions to pupil need. | Pupil progress meetings Teacher moderation Evidence in books | £13000 | Spring 21 June 21 |
| Engagement with National Tutoring Programme – Third Space Learning Spring Term - Six Year 6 Pupils Sumer Term – Twelve Year 5 Pupils | Gaps in maths closed for PPG pupils Improved outcomes in maths, particularly at KS2 | DFE's national tutoring programme for disadvantaged pupils EEF evidence of widening gaps for PPG following lockdown | Monitoring of Maths outcomes Evidence in books Pupil progress meetings | £3,267 | Each programme lasts 12 weeks. Review at end of each block |
| Engagement with National Tutoring Programme – FFT Lightening Squad | Gaps in reading closed for selected pupils in KS2 Improved outcomes in reading, particularly at KS2 | DFE's national tutoring programme EEF evidence of widening gaps for PPG following lockdown | Monitoring of Reading/English outcomes Evidence in books Pupil progress meetings | £2200 | Each programme lasts 12 weeks. Review at end of each block |

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| Working with families with poor attendance due to self-isolation/shielding | Safeguarding of pupils Supporting academic progress | DfE requirement for attendance Guidance on reopening | Attendance monitoring Safeguarding reviews/team around the school/team around the family | £0 | Half termly or more regularly as necessary |
| | | | | Total budgeted cost: | £18,467 |

| Wider Strategies | | | | | |
|---|---|--|---|---|-----------------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Cost | When will you review this? |
| Implement recovery curriculum and MindUp | Pupil wellbeing improved Pupils more able to access learning Relationships re-established | EEF moderate impact for moderate cost DfE and KCSIE focus on pupil wellbeing | Teacher feedback Whole school initiatives | £100 | Termly |
| Welfare support for vulnerable families | Pupil wellbeing Safeguarding | NFER research into support for vulnerable pupils and the children of key workers | Weekly and half-termly review of families requiring welfare support | Use of PPG funding DfE FSM Vouchers | Weekly and half-termly |
| Providing families with technology to access online learning | Pupils can access learning during periods of isolation Digital divide closed | EEF evidence DfE strategy for technology | At Governor's Board Meetings | -Westway funding -PFA funding -DfE technology funding | Dec 20 March 21 June 21 |
| Helping parents support their children's emotional needs e.g. by signposting them to the Educational Mental Health Team | Pupil wellbeing Pupil able to manage emotions and anxieties Improve behaviours for learning | DfE and KCSIE focus on pupil wellbeing | Discussions with parents and pupils Feedback from teachers | From existing funding | Adhoc - as necessary |
| Pupils identified needing emotional support | Pupil wellbeing Improved behaviours for learning | Ofsted framework KCSIE | Half-termly reviews Termly pupil progress meetings Adhoc referral by teachers and parents | From existing budgets | On-going |
| Total budgeted cost: | | | | | £100 |

