

**Catch-Up Premium Plan** **St. Anne(Stanley) Primary School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary information** | | | | | |
| **School** | St. Anne’s (Stanley) C of E Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £ 31,040 | **Number of pupils** | 388 |

|  |  |
| --- | --- |
| **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 Y11.  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** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | 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** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Prior to the children’s return in September class teachers identified missed learning for all core subjects which was subsequently shared with the new year group teacher. The missed learning was then included within plans for the new academic year ensuring that all missed learning was taught by the end of the summer term 2021. As we now follow the White Rose Schemes of learning, it is easy to support the teaching of missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. ‘Catch up’ interventions are taking place for some individuals who require additional support on these objectives.  Children still have a huge appetite for maths and lockdown has not affected their attitudes however, they are quite simply, ‘behind’.  Recall of basic skills has suffered – many children were not able to recall number and times tables facts. This has been supported with our daily quick ten activity and TT rockstars program. |
| **Writing** | 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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.  Handwriting was really affected during lockdown. However, since October, this is now back on track for the majority of children. The children also practise their grammar and spellings on a daily basis. |
| **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. The gap between those children that read widely and those that don’t is increasing and interventions have begun. Assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.  During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school.  Reading is the number 1 priority this term with £14,000 investments in new books and on-line intervention resources. |
| **Non-core** | There are 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Reading is a priority within school. All year groups will ensure that children have access to daily reading intervention.  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.  Children will need to return to earlier phases of phonics and be retaught these in later years. Resources to support this teaching will be required. | To support with the teaching of early reading through a phonic based approach the school has adopted a new approach – using the Read, Write Inc scheme. On-line platforms of Reading Plus and Lexia are to be used daily.  (£14,000)  ***Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Prior to a new unit of work – the staff have ensured that the key knowledge required from missed units of work are taught to close gaps prior to new learning.***  ***(£1,000)***  ***Use of Read, Write Inc – in key stage 2 in addition to EYFS and key stage 1. Cover time for Reading Lead to assess and track progress within phonics.***  ***( £2,500)*** |  | SLT  JK & Subject Leaders  MS | July 21 |
| Teaching assessment and feedback  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. | ***Purchase and implement the Pira and Puma assessments for Reading and Mathematics. Purchase of Rising Stars tests to assess Grammar, Punctuation and Spelling. Complete termly tests and record assessments. Track to identify gaps as an insight to track performance.***  ***(£4000)*** |  | JK | Dec 20  April 21  July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with St. Anne’s(Stanley) have an opportunity to become familiar and confident with the setting before they arrive. | ***A 360 interactive virtual tour of St. Anne’s (Stanley) School is arranged and shared with all new-starters on the website. Additional time is made to cover the teacher so that they can have a virtual or on site meeting with their new starter so that the child is confident in joining St. Anne(Stanley) – especially in EYFS. Additional telephone conversation with parents will follow later in the term.***  ***(£1,000)*** |  | SLT & Individual teaching staff | Ongoing |
| **Total budgeted cost** | | | | **£22,500** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  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. | ***Release time for the monitoring of individual progress within phonics, Lexia and Reading plus programmes..***  ***(£1,000)***  ***Additional release time and training to support the delivery/monitoring of interventions.***  ***(3,000)*** |  | SENDCO - ES | Jan 21  April 21  July 21  Feb 21 |
| Intervention programme  An appropriate numeracy intervention, such as IDL, TT Rockstars, First Class at Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | Whiterose training materials used as required. Purchase of T.T. Rockstars and IDL & My Maths are also used to support with intervention and homework opportunities. **(1,000)** |  | SLT | July 21 |
| **Total budgeted cost** | | | | **£27,500** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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.  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. | ***Additional online learning resources have been purchased, such as, 2Simple, Spelling Zone, Education City, My Maths and Purple Mash are used to support children at home.***  ***(£1000,00)***  ***Home-learning paper packs are printed and ready to distribute for children who require them. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***(£2000,00)*** |  | SLT  SLT | Feb 21  July 21  Feb 21  July 21 |
| Access to technology  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | ***St. Anne(Stanley) purchased 90 kindles. They are to be used to further support online access to resources for the children accessing extended school time.***  ***£7,000***  ***Management and support for setting up of devices.***  ***£500)***  ***Purchase of individual high quality laptops that will support home learning – where required.***  ***£2,000*** |  | SLT  SLT | Feb 21  Feb 21 |
|  |  |  |  | £9,500 |
| **Total budgeted cost** | | | | **37,000** |
|  | | **Cost paid through Covid Catch-Up** | | **£31,040** |
|  | | **Cost paid through school budget** | | **£5,960** |
|  | |  | |  |