

Catch-Up Premium Plan

St. Mark's Catholic Primary School



Proudly and Joyfully, we Love, Live and Learn as God's Children

Summary information					
School	St. Mark's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,720	Number of pupils	210

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers

- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and their working knowledge of arithmetic.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Spelling, punctuation and grammar 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. Many children have also lost key skills in handwriting due to using a computer during lockdown.</p>
Reading	<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. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<p>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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Opportunities to develop skills in Art, D and T and Music have also been missed because of the lockdown.</p>
Social and emotional needs	<p>For a number of children, a return to full time schooling has presented some challenges, particularly for our more vulnerable families. There is evidence of heightened anxieties; some difficulties with socialising; mild resistance to previously established routines and for a few, a general lack of motivation. Supporting children to manage their emotions and their behaviour has been more difficult in classes whereby children have had a change of class teacher or there are a number of children in the class with additional needs.</p>

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>Supporting high quality teaching:</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>Additional time for teachers to research and plan all subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>Cost of a supply teacher for 10 days - £2000</p>	<p>Lesson plans will address the needs of all pupils and will ensure that children make rapid progress.</p>	<p>DL/CE/MD /SD/MC</p>	<p>May 2021</p>
<p><u>Supporting high quality teaching:</u></p> <p>Introduction of Rosenshine's Principals of teaching</p> <p>Principals will be used in all lessons so that lessons are good or better. Children gain greater skills in reading which they can then apply to other areas of the curriculum.</p>	<p>3 x1 hour staff meetings planned to introduce the 4 teaching principals.</p> <p>Session 1 – Introduction of the principles</p> <p>Session 2 – CPD videos recorded by the Y6 teacher to demonstrate the principals in action in a reading lesson</p> <p>Session 3 – Review and reflect</p> <p>Teachers will record themselves teaching before and after the process to review the effectiveness of their principals in their own teaching.</p> <p>Free – delivered by Literacy Leader</p> <p>Subject leader release for 5 day supply cover - £1000</p>	<p>5/7 teachers are judged as at least good by July.</p> <p>Book trawls will demonstrate the impact of the training.</p>	<p>KK/MD</p>	<p>June 2021</p>
<p><u>Supporting high quality teaching:</u></p> <p>Focus on differentiation and how to best scaffold tasks in Reading, Writing and Maths so that all children are able to complete objectives from the National Curriculum. Activities are targeted to move the children's learning swiftly on.</p>	<p>Support for staff delivered by SLT on scaffolding lessons to support the LA.</p> <p>Book looks, planning scrutinies and iPad lesson recordings used to offer targeted support for teachers to aid differentiation.</p> <p>Additional member of staff employed to support teaching and learning of pupils identified as needing further support.</p> <p>£1,242.50 (Additional agency support staff)</p> <p>Supply cost to release staff – 4xdays - £800</p>	<p>Impact will be measured through data, book trawls and pupil progress meetings.</p>	<p>KK/MD/CE /DL</p>	<p>Half termly basis</p>
<p><u>Supporting high quality teaching:</u></p> <p>Improve attitude to reading – involve whole class in shared class read and use and apply reading skills to answer questions about whole class text so they do not fall further behind on reading curriculum.</p>	<p>All children to read from an age-appropriate class text and to use reading skills to further improve reading ability</p> <p>Reading books purchased and posted home for every child (cost of postage included) £968.25</p>	<p>Progress made in reading improves and children's reading ages and assessments show that children are building on prior learning of reading skills</p>	<p>MD/DL</p>	<p>April, July</p>
<p><u>Supporting high quality teaching:</u></p>	<p>SENDCo to organise individual boxes for every SEND child to receive during January-March lockdown to enable them to make greater progress in learning activities from</p>	<p>SEND children make further progress in learning. Behaviour and attitudes of SEND children</p>	<p>SD</p>	<p>March</p>

<p>All SEND children have access to personalised learning resources to make greater progress in learning from home.</p>	<p>home. Resources will be planned in online home learning sessions on BGfL and via Teams (SEND children also given additional time on Teams – asked to stay behind in sessions for 10 mins to review key learning to make use of resources sent home.</p> <p>Cost of individual SEND resources and boxes including packaging £252.62</p>	<p>improve as they have personalised resources to access learning from home.</p>		
<p><u>Effective assessment:</u> Staff will be able to better assess gaps in learning when moderating writing</p>	<p>New Writing ladders developed and shared with staff to aid their moderation of writing. This will allow staff to have a greater understanding of the expectation for each level and sublevel and to identify gaps in children’s knowledge. These gaps will then be taught during interventions, quizzing or lessons as needed. Writing will then be moderated with year group partners in a staff meeting and then SLT.</p> <p>Release Writing leader and class teachers to moderate writing - £400</p>	<p>Progress will be measured through data, book looks, pupil progress meetings and moderation data</p>	<p>MD</p>	<p>Summer term 2</p>
<p><u>Effective assessment:</u> Teachers and TAs will be able to deliver targeted support to the whole class – especially the bottom 20%</p>	<p>Assessments to be carried out in Reading, Writing and Maths before the Easter holidays. Teachers to complete a question level analysis of the bottom 20% of the children in the class and any other children who underperformed. This data will then be used to support the planning of lessons and will support teachers to plan effective and targeted interventions for Teachers and TAs to deliver.</p> <p>Supply cover £600</p> <p>PIRA and PUMA assessment papers for progress in Reading £309.50</p>	<p>Children make better than expected progress as a result of using this assessment tool. Planning and books will clearly demonstrate that teachers are using the assessment tool to close the gaps in children’s knowledge.</p>	<p>DL/CE/MD</p>	<p>April and July</p>
<p><u>Supporting Homework:</u> All children will engage with all aspects of the curriculum including completing homework on time and to a high standard. This will have a positive impact on the work that they complete in class.</p>	<p>High quality homework books for Writing and Maths given to every child to further embed learning over holiday period. £547.50</p> <p>Postage £216.68</p> <p>Online homework apps and software package purchased to support online learning at home for Early Years and KS1 children (Education City) £800.00</p>	<p>Children who have not previously been completing homework will be sent letters to ask them to come to a weekly homework club. This will enable all children to complete their homework on time and to a high standard. Certificates given to children who complete homework books.</p>	<p>CE/MD</p>	<p>April, May and July</p>

<p><u>Well-Being</u> Children develop a greater understanding of managing wellbeing and the transition back to school ensures children are well supported and any issues in relation to wellbeing are identified early.</p>	<p>Ten: Ten days planned for the start of each half term ensuring a greater focus on emotional well-being. Following March full return to school, children received more support to wellbeing.</p> <p>Free</p>	<p>Children demonstrate a growing awareness of how wellbeing is important to aid learning across the curriculum</p>	<p>BG</p>	<p>March, April, June</p>
<p><u>Professional development:</u> Phonics training and support delivered by a RML consultant. As a result of the training, children make accelerated progress in phonics. Gaps in knowledge are quickly identified and addressed.</p>	<p>As we have new staff in Reception and KS1, staff are being supported via an online training programme and a RML consultant to support them in delivering effective RML lessons.</p> <p>RWI phonics Get Writing assessment books and consultant fees £456.95</p>	<p>The impact of this will be measured by using RML assessment data.</p>	<p>MD</p>	<p>May</p>
<p><u>Professional Development:</u> New TA staffing Structure being implemented after February half term. All staff feel supported in the changes that will occur. TAs follow their personalised action plans so that they support the children in their classes effectively.</p>	<p>All TAs given a personalised action plan breaking down tasks across 4 weeks. This is to ensure that TAs are aware of data, key groups and IEPs of children in their new classes. One TA spent a week shadowing another TA to gain a greater understanding of the EYFS curriculum.</p> <p>Free</p>	<p>Conversations with staff, Book Looks and data will be used to assess the impact.</p>	<p>DL</p>	<p>March</p>
<p><u>Professional Development:</u> Staff who are new to year groups or new to the school have a greater understanding of their year group's expectations and the children within their class.</p>	<p>Covid Transition Plans put into place to support key teachers in settling into their new roles. Weekly meeting have taken place with SLT members to discuss the tasks that have been set for them each week and to offer support.</p> <p>Cost of cover 6 x days End of April assessments, May cover for mini pupil progress meeting and end of Summer cover for end of year £1200</p>	<p>Teachers will have a greater understanding of the children in their class. Teachers will have used data and assessments to plan effective lessons. Data, Pupil Progress meetings, Book Trawls and Planning Looks will be used to measure the impact of these plans.</p>	<p>DL/CE/MD</p>	<p>March, April, July</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 Reading Support</u></p> <p>Children to receive 1:1 reading sessions with a TA to improve their reading for 10 minutes daily for children in R – Y6.</p> <p>Children in bottom 20% for reading targeted to attend before school intervention to receive additional reading support.</p>	<p>Children to be assessed using the Salford Reading Test to determine their reading age. Children will then be identified as those who have a reading age which is significantly below their chronological age. The Salford Reading test will be repeated after 6 weeks to assess progress.</p> <p>TAs to start work at 8.30am – pay additional hour to target poorer readers in school from March to April £602.28</p>	<p>Data from the start and the end of the intervention should show that the children have made rapid progress in reading ages and in fluency and reading skills.</p>	MD/DL	April 21
<p><u>Phonics Additional Support</u></p> <p>Children in Reception, Year and Year 2 to receive small group RWI sessions to improve phonics knowledge and make accelerated progress in early reading.</p>	<p>TAs to start one hour early every day (instead of starting at 9.30am, TAs to start at 8.30am) to deliver additional 1:1 reading for bottom 20% of readers and then RWI sessions at 9am in small groups for one hour.</p> <p>TA wage for 5 hours per week from May x 4 TAs - £946.44</p>	<p>Children make greater progress in reading and close gap in reading.</p> <p>Phonics data will be used to assess the effectiveness of these interventions.</p>	MD/DL	July 2021
<p><u>Academic Tutoring</u></p> <p>Small groups of children make rapid progress in Writing.</p>	<p>Staff will deliver an additional 1 hour weekly afterschool writing session for 6 weeks. Sessions will focus on improving Writing for targeted children in KS2.</p> <p>TA wage for 6 weeks of writing - £1,685.27</p>	<p>Planning, books and data will be looked at to assess progress.</p>	MD/DL	May - July
<p><u>Additional resources to support teaching Maths</u></p> <p>Children make accelerated progress in Maths using concrete objects to embed mathematical concepts.</p>	<p>As a result of lockdown, children have had few opportunities to use concrete objects to support them in Maths. New resources will be purchased for all year groups which will enable teachers to support children in Maths.</p> <p>£873.63</p>		DL/CE	April

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Parents have a better understanding of how to keep their children safe online given that online.	E-Safety Zoom session was delivered to parents in Year 6 by the Head Teacher during lockdown. This supported parents in keeping their children safe online. Malachi session was also delivered by Malachi family support worker in school. Safeguarding newsletters are contextual and during lockdown focused heavily on staying safe online. Free – Delivered by SLT	Feedback from parents.	DL	July
<u>Rainbow room – Accessible area to support children’s emotional well-being</u> Safe space in school that children willingly access when they need a little ‘time out’ or to speak to a member of staff or therapist.	Furniture and resources purchased to decorate the Rainbow room to make it feel more welcoming and a place of calm and relaxation to support any child needing some time out from the classroom. £236.60	Children identify Rainbow Room as a place of calm whereby they can go to should they need to. Children develop awareness of self-regulation and behaviour issues related to emotional well-being improve (see MyConcern data in HT report)	DL	July
<u>Technology and laptop provision for families at risk of poverty</u> All children are able to access online learning resources	Children in families who have encountered a change in circumstances and in need of an additional laptop are loaned a laptop so children in household can access live online home learning sessions £1,555.50 IT technician fees to set up additional laptops for families and software 2xdays £400	Children continue learning at home and remain engaged in learning.	DL/SH/SD/ KK	March
Total budgeted cost				17,093.72
			Cost paid through Covid Catch-Up	16,720.00
			Cost paid through school budget	£373.72