

St Paul's C of E Primary School



Love to Learn; Learn to Love.

Catch Up Strategy 2020-2021

The Government has announced £1 billion of funding to support children and young people to catch up due to the unprecedented disruption to their education as a result of coronavirus (COVID 19). This includes a one off £650 million catch up premium for the 2020-2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The amount allocated to St Paul's C of E Primary School based on eligible children is £14,320 (children aged 4-11 October 19 census) based on £80 a pupil and does not include Nursery children. The spending of this money is down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence based approaches to catch up for all students.

The money will come into school in two parts – the first part in the Autumn term of 2020 and the final part in the Summer Term of 2021. This catch up money will only be available for the academic year 2020-2021 and will not be added to schools' baselines in calculating future years' funding allocations.

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 Government guidance. School leaders must be able to account for how this money is being used to achieve getting their pupils back on track with their learning.

The purpose of this report is to share the plan clearly with all stakeholders of the school – including intended outcomes and regular evaluations.

School Overview

School Name	St Paul's C of E Primary School
Academic Year	2020 -21
Number of pupils on role 4-11	179
Catch up Premium (no of pupils x £80)	£14,320 expected - £3,580 in autumn term
Publish Date	April 2021
Review Dates	May 2021 July 2021
Statement written by	Caroline Moore (Headteacher)
Governor Lead	Stephen Morrill

EEF Recommendations

The EEF recommend a three tier approach:

Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focussing on professional development

Targeted academic support

- High quality 1:1 and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with SEN and disabilities

Wider Strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for a social and emotional curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Identified impact of lockdown

Maths	Specific content has been missed, leading to some gaps in learning and in sequences. Recall of basic skills has suffered; some children are not able to recall addition facts, times tables and have forgotten calculation strategies.
Writing	Some basic writing skills have deteriorated, particular grammar, spelling, punctuation and handwriting, leading to a lack of writing fluency. 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.
Reading	Children accessed more reading during lockdown than any other subject. This was more accessible for families and was an area that they were more confident in; it also required less teacher input. However, some children are less fluent in their reading and struggled to continue to read regularly.
Non-core	There are some gaps in knowledge. Parts of units of work and some skills have not been taught. This has meant that children are less able to access pre-requisite knowledge when learning something new, meaning they may be less likely to make connections between concepts. Children have also missed out on the curriculum experiences such as trips, visitors and workshops, all of which really help to bring the curriculum alive.
Wellbeing	Some children have come through lockdown well with positive experiences and good resilience, whereas others have struggled with the change in routines. Some have had limited learning opportunities at home and now they are back in school they are more aware of the gaps in their learning and confidence has dipped. Some children of key workers and vulnerable children who remained in school enjoyed working in smaller classes, and some have struggled to work in bigger groups with the return of schools. Being together again with peers has been a struggle for some and support is needed to work together as part of a class again. All children need to get back in to routine and build stamina and resilience in their learning and their personal development.

Priorities and Planned Expenditure

i. Teaching and Whole-school Strategies					
Desired outcome	Chosen approach and anticipated cost	Review dates	Staff lead	Monitoring	Impact
<p><u>High quality teaching for all</u></p> <p>Lessons will be planned with expert input to ensure children receive quality first teaching – with clear expectations for each year group to ensure more pupils reach ARE at the end of the year. Curriculum reviewed to ensure children have covered the core learning in key subjects.</p>	<p>Staff to review curriculum to ensure coverage of key skills in core subjects and build on embedded skills to ensure greater depth learning.</p> <p>Curriculum review – purchase of new reading books to match need and interests of cohort, purchase of phonics resources and books to embed learning (awaiting further advice on phonics schemes – likely in the next academic year to support choice of books).</p> <p>Planning in place for September to ensure rapid progress is made and that gaps in progression and skills are addressed.</p> <p>Cost: time for teachers to review curriculum, Curriculum leads to review curriculum maps and coverage and work with staff to implement changes. (Staff meetings/ INSET)</p> <p>Books £3000</p>	<p>March 2021</p> <p>May 2021</p> <p>July 2021</p>	<p>All staff – Curriculum lead, English and Maths lead</p> <p>HT and SENCO</p>	<p>Learning Walks</p> <p>Pupil Voice</p> <p>PPMs notes</p>	
<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>Use of assessment tasks when children return to school to ascertain gaps and then discuss gaps and strategies moving forward in PPMs after the Easter break to ensure clarity and teacher knowledge.</p> <p>Review marking completed by teachers is meaningful to the children and how they respond</p> <p>Review feedback to ensure children know what their next steps are – more verbal as immediate and in line with COVID procedures.</p> <p>Costs: photocopying costs for assessment papers, time for marking.</p>	<p>Jan 2020 assessments</p> <p>Assessments in March 2021</p> <p>PPMs in April 2021</p> <p>Curriculum review – May 2021</p> <p>End-of-year reviews</p>	<p>HT</p> <p>Class teachers</p> <p>Subject leaders</p>	<p>Outcomes in children's books</p>	

Supporting remote learning Children who are not able to be in school have access to high quality input and can progress in their learning.	<p>Develop resources to support children learning remotely, including links to online schemes such as Oak Academy, links to video clips, virtual tours, audio books</p> <p>Provide paper copies of work set for those children who are unable to get online.</p> <p>Purchase of CGP books for all children</p> <p>Have weekly telephone calls/ online catch up sessions to check in with children and get feedback</p> <p>Ensure school staff have appropriate training to deliver and support online.</p> <p>Use of TTRS and other resources to allow children to access times-tables and other materials to enhance their reading and subject knowledge.</p> <p>Upgrade SeeSaw provision to enable class teachers to post more materials and videos of lessons/themselves teaching.</p> <p>Costs: £3000</p>	<p>October 2020</p> <p>May 2021</p> <p>July 2021</p>	<p>Class staff</p> <p>Curriculum lead</p> <p>Admin team</p> <p>HT</p> <p>Maths and English lead</p>	<p>Telephone calls/ online meetings to catch up and check engagement.</p>	
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ii. Targeted Approaches					
Desired outcome	Chosen approach and anticipated cost	Review dates	Staff lead	Monitoring	Impact
Small group tuition Identified children will have significantly increased rates of learning in RWM. Specific gaps to be	<p>Children selected based on assessment gaps – targeted groups in school based on need.</p> <p>Additional use of TAs/HLTAs to support delivery of the programme and additional SENCO days to support monitoring, assessment and review of programmes.</p> <p>Costs:</p>	<p>October 2020</p> <p>Dec 2020</p> <p>March 2021</p> <p>PPMs – April 2021</p>		<p>Gaps coverage monitored – book look - application</p>	

targeted for short periods of time to allow catch up to occur. Additional staff to be deployed across the school to enhance provision – targeting pupils with specific gaps	Staffing costs £8000				
Planning for pupils with SEN and disabilities Identified gaps plugged daily using known adults	See above for costs				

iii. Wider Strategies					
Desired outcome	Chosen approach and anticipated cost	Review dates	Staff lead	Monitoring	Impact
Supporting parents and carers Children will have greater opportunities to access learning at home. Children have access to appropriate stationery and paper-based home-learning if required.	Enhance provision and links on SeeSaw to support home learning Development of Microsoft Teams, including staff training, as online teaching tool.		Class teachers	Communication with vulnerable families or children not engaged with home learning.	
Access to technology Staff to have access to computers at school	Classrooms have laptops that are equipped with webcams for use in school. Teachers provided with ipads to facilitate home-learning with increased				

that allow clear pictures and videos and sound to be seen by the children Teacher ipads to support videos and teachers setting work from home.	capacity to share resources and communicate learning to children				
Supporting pupils social, emotion and mental health	<p>On return to school, focus on well-being and mental health for children – focus on being in school, expectation and routines</p> <p>Accredited training for some staff in Mental Health First Aid (MHFA) and more widely for all teaching staff during INSET and staff meeting time.</p> <p>Talk time for targeted children with specific adult in school</p> <p>Use of pupil support worker</p> <p>Costs: £4000</p>				