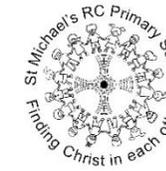


St Michael's RC Primary School – Catch-up Premium Strategy 2020 - 2021



Updated September 2021

Funding allocation (Mainstream Schools)

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.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6	178
Proportion of disadvantaged	9%
Catch-up Premium allocation (No. of pupils x £80)	£14,240
Publish Date	October 2020
Review Dates	December 2020 May 2021 September 2021
Statement created by	Jo Bruton
Governor Lead	V Kelsey

Context of the school and rationale for the strategy

2020

- Feedback from parents shows that 70% of pupils engaged in the home learning provided from school during lockdown and 50% of pupils have returned completed work to school following the lockdown in 2020. In 2021 the uptake increased; school kept a log of pupil participation with the highest being 100% and lowest 50%.
- *From June 1st 2020 the children in reception class were invited to return to school for 5 weeks – 90% attended*
- *The children in year 5 were invited to return for 2 weeks 100% attended*
- *The children in year 6 were invited to return for 3 weeks 100% attended*
- *The children in year 1 were invited to return to 4 weeks 83% attended*
- **% of disadvantaged pupils attended school**
- 100% of vulnerable pupils attended school during the summer
- **% key worker children attended school throughout lockdown**
- School held two wellbeing weeks for children in the summer holidays and was attended by 60 children.
- Assessments will be carried out in November 2020 to allow the children time to settle into the return to school
- Baseline assessments for interventions have been administered by class support staff

2021

- In 2021 the uptake of children engaging in home learning increased; school kept a log of pupil participation with the highest being 100% and lowest 50%.
- % of school attended key worker provision
- 100% of vulnerable pupils attended school
- **% of disadvantaged pupils attended school**
- School identified writing as an area that was least engaged with during this lockdown
- Assessments were carried out within the first few weeks of children returning in March
- Attainment upon return to school in March 2021 improved compared to September 2020

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of childrens' mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of daily/ weekly teaching in the autumn term.
	B Home learning is limited due to the school not having a platform and using the school website to post work for the children. A new platform can be developed to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly when absent from school.
	C ICT facilities in school are poor and impact on the quality of teaching	Lessons are engaging and inspiring to the children using a range of methods and resources Children can see the whiteboards clearly
	D Staff need support to plan to address missed learning and from the learning objectives of the previous year	Lessons are planned at the appropriate level with opportunities to visit missed learning. Lessons are adapted to match the needs of the learners.
Targeted academic support	E Only a small proportion of pupils (approx. 50%) engaged with the online learning materials for Maths during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	F Children have missed or need support in basic skills in maths and English	Catch up sessions help narrow the gap in missed learning
	G Disadvantaged pupils have missed learning due to lockdown and lack of ICT facilities at home	30 mins small group tutor sessions delivered after school for disadvantaged pupils helping them to make progress
	H Children are disengaged with reading due to the quality of texts	Children are making progress with reading and are engaged in their reading due to more appropriate texts
	I Reception children have undeveloped language due to time missed at nursery due to lockdown	Children develop appropriate language for reception class Support for those children who need specialist teaching from SLT
Wider Strategies	J Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lesson Relax kids sessions for each class to develop their attention and resilience to learning
	K Online maths activities are more key stage 2 based. Purchasing of an infant based programme.	Number skills are developed in a way that engages younger children. This can be accessed as homework and as part of remote learning

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
1	Maths resources purchased to support the teaching of maths in schools	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Assessment data White rose planning	£2,000	November assessments	Maths lead CP	Purchased in autumn term Data at end of spring term has improved compared to data at end of autumn term Staff have considered whether to buy the books next year and found they helped during lockdown but are not needed for next year
2	CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use. Parents/carers are made aware of the platform and how it can support home learning	The new platform is in place and staff, pupils and parents are able to use it effectively. Home learning and communication with children is enhanced	E Schools as learning platform Remote learning plan Effective parental engagement supports learning	£450	Remote learning plan	HT and ICT lead	Completed autumn term and staff became more confident after second lockdown March 2021 Positive feedback from parents and engagement of pupils improved
3	ICT facilities upgraded to improve the quality of teaching in classrooms	Whiteboard is replaced to improve the quality of teaching Webcams purchased to improve quality of	Assessment data Remote learning plan	£2,500	Quality of teaching and learning monitoring	HT and SBM	Whiteboards replaced Webcams purchased Chrome books purchased through Friends of the school

		teaching if a member of staff is isolating	Pupil feedback				
4	Planning resources purchased to improve the quality of teaching and teacher workload	White rose maths premium purchased for staff to use alongside maths teaching in class	Planning Quality of teaching and learning Staff surveys	£500	Teacher questionnaire/wellbeing survey Book looks Planning audits	HT and DHT	White rose purchased Staff using this as a backbone Review in May 2021 identified more need for practising calculations – staff meeting to address this
5	English scheme of work purchased to improve the quality of teaching and quality of writing in children	Jane Considine Write stuff writing programme purchased Resources purchased All staff completed training	End of term writing data Book looks	£1,034	Book looks End of spring compared to summer term data	HT and KD English lead	Staff have completed the training after 2 nd lockdown as school identified writing as an issue across school. School wanted a more consistent approach. To be introduced in summer 2
6	Phonics training for ks1 and year 3 staff and phonics assessment tool purchased to improve quality of phonics assessments and teaching	Sound start phonics training purchased Assessment package purchased	Cpd log Phonics assessments	£455	Phonics assessment at end of summer 2 Lesson observations of phonics	HT	All ks1 and y3 staff have completed sound starts phonics lessons and phonics lessons have continued in school since lockdown. Assessment package used in summer 1 to give accurate phonics assessments

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
1	15 min daily flexible interventions for all identified pupils – basic skills.	Structured intervention to focus on missed learning in maths and English Interventions to focus on social	Small Group interventions Pupil progress meetings Pupil interviews Book looks	£0	Determined from assessments made in November	SENDCO	Flexible interventions are having an impact on children's understanding School have reviewed the basic skills and identified this should be for sen children and in a separate book.

		and emotional needs					School have reduced number of interventions
2	Catch up sessions for all year groups from year 1 to year 6	Basic skills to improve and children to recap on the missed learning from last year	Teaching Assistants planning Assessments	TA costs £1,000	Return to school book looks	English lead	Autumn 2020 but not continued in Spring 2021 due to bubbles closing Staff reviewed impact and found children very tired and not making a enough of an impact
3	Reception year early language programme	Targeted support for oral language	Nuffield early language intervention	Free	Entry to reception data Assessment data from NELI	EYFS lead	Staff trained in this Children have been assessed and an intervention set up to support those pupils identified Pupils in school with sen have been assessed and 4 pupils will be completing the programme in the summer term
4	Extra staff employed to support quality first teaching in classes	Pupils in y1 with gaps in phonics knowledge improves Pupils in Y5 with identified maths and English needs are supported with a structured programme	Phonics assessments Intervention data and targeted programmes	£500	Phonics assessments for individual pupils	Year 1 teacher LP TA Year 5 Teacher	Children's phonics skills have improved and phonics assessments have improved (see individual scores) Children are making progress with dedicated intervention programmes Toe by toe

Wider strategies i.e. Behaviour approaches, recommendations made in "Safe, Happy, Settled".

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
---------	--------	-----------------	-----------------	------	---------------	--------------------	--------------------

1	Staff trained in supporting the mental health of pupils Mental Health Champion, KD.	Positive impact on identified SEMH pupils' emotional wellbeing.	Behaviour Interventions (2 pupils) Social and Emotional Learning (for identified children in each class) CPOMS Intervention logs	£0	behaviour data and initial assessment of pupils wellbeing	SENDCO	Children are given emotional interventions based on their needs leading to them being happier in school. This has helped children settle down to their classwork and enjoy school more. This has also led to improvements in friendship issues with some classes.
2	Numberbots programme purchased to support maths learning in ks1 and FS	Maths skills developed and improve Home learning engagement increased	Assessment data Numberbots data	£95	Maths assessments	ICT lead	Children improved their calculation skills using numberbots. Children reluctant to complete work wanted to complete the online tasks.
4	Relax kids workshops for each class to provide wellbeing strategies for the children	Children have strategies to use when feeling angry, anxious or emotional.	Relax kids sessions and feedback from children	£90	Cpoms logs Feedback from children and parents and staff	HT	Children are less angry and know what to do if they feel angry. Children use techniques in class and at home, positive feedback from parents

Additional funding supporting provision

You may want to identify if there is any cross over between the resources purchased/ training funded here and Pupil Premium funding.

Jane Considine Training and soundstart phonics – half payment taken from each