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| St. Mary’s RC Primary School Catch-Up Strategy 2020-2021 | | | | | | | |
| **School** | St. Mary’s RC Primary School | |  |  |  | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £19,693 | **Number of pupils** | 450 | **Reviewed** | April 2021 |

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| **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 year reception through to 11.    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   * Use of outside agency (Rugby Tots) to promote/support health and fitness   ⮚ Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | The school used the White Rose scheme remotely, this allowed teachers to teach the content live on daily zooms or direct pupils to White Rose videos if they could not attend the zoom. This meant that it was the same content as the children would receive in school, although some year groups rearranged topics so that they taught strands that were more suitable to home learning. Children were also able to access Numbots and Timetable Rockstars in order to practise their recall skills. Some specific content was missed due to some non-engagement and the fact the children were not physically in school. This has led to gaps in learning and stalled sequencing of journeys. Children still enjoy maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’.  Some key concepts have suffered due to the lack of concrete resources available at home to base learning on, which hindered our schools CPA approach. Additionally, recall of basic skills has suffered – children are not able to recall addition/subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in maths assessments. |
| **Writing** | Writing is different to maths in as much as the children haven’t necessarily lost ‘blocks’ of learning. However, they have lost essential practising of writing skills and features of specific genre writing. SPAG has also been hard-hit, which has impacted on fluency in writing. Due to differing levels of engagement in lockdown, there is, of course, variation, but those with lesser engagement have had to work on writing stamina and improving their motivation. |
| **Reading** | Reading was more accessible to families due to needing lesser teacher input. School invested in online learning libraries, such as Bug Club, Oxford Owl and Rising Stars, so that children had access to a range of texts which they were also set work on. Remote lessons from teachers also focused on developing reading strategies and understanding. However, due to not being physically present, in general the children are now certainly less fluent in reading and the gap between children who read widely, and those who don’t, is more evident.  In EYFS/KS1, there was a good uptake to remote phonics lessons, particularly throughout spring lockdown. There were, however, gaps in phonics due to lockdown which have been identified in KS1 and KS2.  In KS2, analysis and discussion around the text have suffered through lockdown, so comprehension has not developed as per usual. |
| **Non-core** | There are now significant gaps in knowledge – some units of work have not been taught meaning that children are less able to access pre-requisite knowledge/skills 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 specific subject days. Children have also missed out on a range of days that would have been celebrated in terms of SMSC, although every effort was made to integrate these wherever possible. |

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| **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** |
| Supporting great teaching:    To reduce the gap from lock down/catch-up  To plan an effective and manageable catch-up curriculum that targets lost learning quickly and enables children to access age appropriate learning.    To identify specific gaps in core subject areas for individuals and groups of children through appropriate assessments.  To reduce COVID impact gap from  assessments in core subjects | Key learning gaps and assessment guidance/resources provided for core subjects. (English and Maths) –  English – Literacy Planet Consultant work with English co-ordinator and individual teachers to go through existing curriculum and identify strategies in order to reduce gaps in learning.  Maths – School have bought into Maths Whizz in order to reduce gap in maths. This is a bespoke programme which continually assesses the children as they work through the scheme, targeting areas of weakness. Staff have been given training on this and parents have also been consulted and trained. Children will access this at home and once a week in school. Due to extra laptops from lockdowns, this makes it more accessible in school.    School decided to teach complete curriculum from September instead of phased curriculum approach as, from SEMH point of view, we felt that this was best for our children.  Reading and maths summative assessments took place in autumn as baseline in KS1 and 2 to identify gaps. These have been repeated in spring, following lockdown, new gaps identified. Writing assessed in class as ongoing and targets identified.  Individual phonic assessments completed (y1-4) to identify gaps in GPC and decoding/segmenting skills.  Phonics/Reading-high priority for reading across school :  Catch-up phonics through whole class teaching and targeted intervention.  English – Literacy Planet Consultant work with English co-ordinator and individual teachers to go through English curriculum/moderate books and identify gaps in learning and suggest strategies in order to reduce these gaps.  Maths – Maths Whizz purchased to close gaps caused by lockdowns –used effectively in school and at home. (See above) – timetabled weekly per class in school. Sufficient extra laptops allocated to classes. Also, summer term after-school Whizz Club sessions offered to all students. Staff received x2 training sessions with consultant/parents received training session with consultant.  White Rose used throughout school. Maths lead attended webinars on usage following lockdowns and has fed back appropriate strategies and pathways to use with classes.  The core subjects take place daily, no slippage.    The foundation subjects are planned with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. | Children will have begun to catch-up on lost learning.  Gaps identified/Children identified  Children will have begun to catch-up on lost learning. | Maths/  English  Leads  /SLT/Assessment Lead/Phonics Lead/Maths Whizz Support consultant/Literacy Planet consultant/ | Termly    Termly  Autumn/spring  Ongoing  termly  Spring term  Autumn forward  Autumn forward  Autumn forward |
| Teaching assessment and feedback    Following assessments teachers have a very clear understanding of what gaps in learning remain and use this to inform their teaching accordingly. | Summative baseline assessments completed in autumn and repeated in spring. Assessments to be repeated in summer  Due to spring lockdown, PPM moved to summer term. | Children will have begun to catch-up on lost learning and close gap. | Assessment lead/SLT  SLT | Autumn, spring and summer |
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| Transition support    Smooth transition for children returning to school in September and after periods of self-isolation.    Children who are joining school from different settings or who are beginning their schooling at St. Mary’s, have an opportunity to become familiar and confident with the setting before they arrive.  To target Nursery children beginning at school in terms of ensuring provision is fully resourced to cater for extra emotional/mental and academic developmental needs. | Phone calls to reassure parents and carers/CARITAS welfare involvement/strong risk assessment in place.  Virtual Tour on website  New Prospectus    Resources purchased to fully support children who have begun nursery during pandemic. | Children generally settled back well in September despite being some instances of reluctance and anxiety – pastoral work.  All new children have settled very well  Fully resourced nursery has smoothed transition from home to school within difficult circumstances. | Head/  EYFS Lead  Head  EYFS lead | Termly  Termly  Termly |
|  |  | **Total budgeted cost** | | **£7120**  **Maths Whizz**  **£1100**  **Literacy Planet Consultant**  **£3200**  **Nursery supplementary resources** |

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| **ii. Targeted approaches** |  |  |  |  |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| 1-to-1/small group tuition/intervention programmes  To catch up to peers, close gaps    For phonics, children will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.  Children will regain confidence in reading and dips in reading attainment will begin to be negated.      Children will regain confidence in reading and dips in reading attainment will begin to be negated.  Children will gain confidence in maths and gaps in attainment will be negated. Basic skills improved. | **Reading/Phonics**    Fast Track Phonics - All children whose reading and Phonics progress is below age-related expectation in Reception and Years 1 to 4 receive one to one tutoring daily using RWI Fast Track Phonics until they have caught up. This programme provides intensive, targeted support to address specific gaps in a child’s reading. This will be additional to the daily RWI Phonics session and will be timetabled during the afternoon.  Fresh Start Phonics - All children whose reading and phonics progress is below age-related expectation in Years 5 and 6 receive one to one tutoring daily using Fresh Start Phonics. This programme provides intensive, targeted support to address specific gaps in a child’s reading.  Daily Readers - The lowest 20% of each class (approx. 6 children) read with an adult daily and at least one ‘read’ with the class teacher - this includes all children who have a reading age or Phonics level significantly below age-related expectation.  The lowest 20% of each class in key stage 2 reading/SPAG, will undertake 1:3 remote group tuition once a week with a provider recognised by National Tutoring Programme. This will commence in May 2021 and funding drawn from 2021-2022 catch-up funding.  Maths Whizz used effectively - online, individualised learning programme which assesses children’s ability before teaching specific learning pathways, bespoke to their gaps in learning. In-class/home sessions. | Children will have begun to catch-up on lost learning and close gap.    Children will have begun to catch-up on lost learning and close gap. | English  Lead  /SLT/Assessment Lead/Phonics Lead/Connex tutors/Maths Lead | Termly |
| Extended school time  To catch up to peers, close gaps | **Maths**  Children offered weekly Maths Whizz clubs after school – From May 2021 forward  **English**  1:3 group tutoring once a week after school –targeted children (see above). From May 2021 forward. |  | Maths Lead  Deputy Head | Termly  Termly |
|  |  | **Total budgeted cost** | | **£7120**  **Maths Whizz**  **Tutoring cost – from 2021-2022 catch-up funding** |

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| **iii. Wider Strategies** |  |  |  |  |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers both academically and pastorally in case of self-isolation | Supporting parents/carers/children during lock down/self-isolation periods    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. (Exercise books and pen/pencil sent home)    If required, concrete resources/equipment sent home such as Numicon in maths.    White Rose Hub/TimesTables Rock Stars/Spelling Shed/Bug Club/Pearson Reading/Oxford Owl Reading/Phonics Resources and more used to support remote learning – use of Class Dojo as platform and zoom as video medium.    2-day home-learning paper packs are printed and ready to distribute for all children.  FOR ABOVE, PLEASE ALSO REFER TO OUR REMOTE POLICY.  Pastorally, regular contact kept with families and support administered as applicable. CARITAS social workers and counsellors also assist throughout. Other outside agencies, were applicable, also support. | Children/families supported through lockdowns/isolation academically and pastorally | SLT/CARITAS/All Staff | Ongoing |
| Access to technology    Ensure all children have access to technology to allow effective learning to take place during self-isolation | School have received multiple devices that can instantly be loaned out to our families who cannot access technology.    Teachers have laptops that are equipped with webcams for remote learning if needs be. The teachers can access school-based resources remotely if they need to isolate. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.  Please see remote policy for further details. | Children not at disadvantage due to lack of IT resources at home. | Deputy Head | Ongoing |
| * Use of outside agency (Rugby Tots) to promote/support health and fitness | School bought into outside agency (Rugby Tots) to help support Physical Education in order to address health/fitness concerns as result of lockdown. Also to address mental wellbeing. | Children’s physical/mental wellbeing addressed thus also having knock-on effect to closing gap academically. | S. Geddis | Spring 2021 |
| Summer Support  No plans for summer support as of yet |  |  |  |  |
|  |  | **Total budgeted cost** | | **£3000 Rugby Tots**  **£5273**  **Additional printing/packs/equipment for home-use in lockdown/isolation and within school** |
|  |  | **Cost paid through Covid Catch-Up** | | **£19,693** |
|  |  | **Cost paid through charitable donations** | | **£0** |
|  |  | **Cost paid through school budget** | | **£0** |
|  |  | **FINAL TOTAL** | | **£19,693** |