Covid 19 ‘Catch Up Funding

The Government has made this funding available in recognition of the national lockdown and the impact it had on pupil learning during the phase of school closure in the academic year 2019 to 20. The catch up premium is based on a per pupil basis at £80 per pupil. The total amount was based on the previous year’s census information. At St Mary’s we expect to receive £10,080 .

The spending of this money will be decided by schools in order to have the most impact in their unique setting. To support schools to make decisions the Education Endowment Foundation has a published a support guide with evidence based approaches to catch up all students. At St Mary’s we have used this document alongside other EEF publications as best practice information shared nationally and from within the CAST Trust.

The document below has been a guiding influence.

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-A_tiered_approach_to_2020-21.pdf>

Spending at St Mary’s will be directed to :

Attainment for all by improving the quality of teaching for all via CPD and purchase of additional target resources.

Targeted academic support using teachers, teaching assistants, outside professionals including via the National Tutoring Programme

Aims

The broad aims for catch up are:

Attainment outcomes by the end of 2020 – 21 for all year groups and groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at age related expectations at the point of lockdown 1 then by the end of this academic year they would again be working at this level.

The mental wellbeing of any pupil that has arisen as a result of the pandemic are met and supported by the school.

Catch Up at St Mary’s

***( for all children)***

At St Mary’s we continue our commitment to raise the quality of teaching for all pupils. We achieve this through a range of strategies :

Further developing metacognitive teaching approaches by developing a consistent approach using The Rosenshine Model. This offers well sequences learning in all subjects so that all pupils have the opportunity to efficiently acquire, rehearse and connect learning.

Embed quality vocabulary building into all learning.

Focus on consolidation of basis skills.

Particular focus on early reading and phonics

Time spent on mental well being and social skills understanding.

***( For some children )***

Additional support and focus on core skills

Additional time to practice basic skills

Additional dialogue, support and or resource for parents to aid in gap closing of skills and or well being.

It is important to note that we will not offer a limited curriculum or a cramming culture to rapidly close gaps.

**Accountability and monitoring**

**As with all government funding St Mary’s will ensure that all decisions on spending of this funding are appropriate and transparent.**

**Context of Lockdown March 2020 to July 2020 and rationale for the strategy**

On March 23 2020 to 1st June 2020 all schools were closed to all pupils except for key worker children whose parents needed them to be in school and for vulnerable pupils as stipulated by the Government. At St Mary’s we had 9% of pupils accessing school provision in this phase. 100% of these pupils were attending and accessing on site ‘educare’ . At St Mary’s this was a mixed age supportive and safe learning environment with an emphasis on Covid safety. All other pupils were accessing home learning set by the school. This was a rapidly evolving resource. We knew that 100% of pupils were accessing some form of learning, with a school stated preference on prioritising well being, phonics, reading and maths although we offered a full curriculum menu to pupils.

From 1st June 2020 in additional to an increased number of educare pupils we welcomed back 100% of Year 6 pupils ( current year 7 ) and 75% of Reception and Year 1 pupils ( current Year 1 and 2 ). Home learning for Year 2, 3 , 4 and 5 ( current Yr 3,4, 5 and 6) was very focussed and a significant majority engaged in high levels of learning. We do not have a pre school setting but made close links with our new starters. The vast majority had not accessed learning since the start of lockdown in March.

School closed for the summer break and we re opened in September to all pupils.

School reopening was conditional on a detailed risk assessment which included the plans for gap closing.

We had close links with families and children during lockdown and hoped that we had closely captured the safeguarding and well being needs of families and children but we were aware that we may identify concerns on return to school.

We were aware that the inherent lack of structure for so many may impact on children’s capacity to focus over a lesson, a day and over time.

We were aware that some children had not been in a school setting for 5months whilst others in their class group may have had consistent access to school.

Mapping a base line and rapid actions to identify need and meet needs was our first priority. On going reflection and review to close gaps was the focus.

It is important to know that this document outlines those actions that are costed to this plan. Other actions have been identified and actioned which were outside of this funding using resources already in the school or financed out of other budgets and programmes.

This programme will be evaluated half termly and following initial actions alongside other actions at St Mary’s further spending will be identified to impact on pupil progress.

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| **Quality First Wave teaching 2020 to 21** | | | | | | |
| **Barrier** | **Action** | **Desired Outcome** | **Cost** | **Person responsible** | **Actual cost**  **Impact / evaluation** |  |
| **Children’s expected learning based on prior attainment may not be where it should be** | **Baseline assessments to be under taken**  **Action planning and review meetings week 2 and half termly** | **To ensure that cohort, groups and individual pupil needs are identified and actions in place to progress.**  **Regular review to ensure that actions are identified for pace and impact** | **N/A** | **HT** | **Term 1 : Needs were quickly identified and actions to address. TA showed gap closing success across all groups .** |  |
| **Children may not be able to focus and retain information from lesson to lesson** | **Ensure early success for all children**  **Daily consideration of balance of learning.**  **Rosenshine approach used to support effective learning acquisition.**  **Brain break and mindfulness built into each day** | **Children are able to attend to and retain new learning.**  **Children show that they are enjoying learning.**  **Children learn across the whole day** | **N/A** | **HT** | **Term 1 : Pace of learning in week 1 and 2 stepped back by week 4 as recognition that ch not retaining. Increased opportunities for overlay and repetition built into day.**  **Covid restrictions with ch remaining in closed hub and seated in rows impacting on overall progress for talk and target work . Whole school vocabulary focus supporting quality of talk and beginning to show impact in written work.** |  |
| **Resource gaps to support all pupils** | **A.**  **On line reading resource whole school** | **Support phonics gap teaching Foundation/ Yr 1 and 2**  **Provide quality skills rehearsal matched to phonics teaching**  **Provide Covid safe quality home resource to support gap closing Yr R – Yr 6** | **£1289.01** |  | **Term 1 School wide positive impact for engaging pupils in reading tasks and rehearsal.**  **Home reading via this platform giving ch ( especially youngest ) increased focus on sound development and repetition to correspond to class work significantly supporting progress.** |  |
|  | **B.**  **Eagle Class personalised core learning resource** | **Tailored resource to provide quality rehearsal to fluency in reading, maths and GPS** | **£429.00** |  | **Used widely to support daily practice and rehearsal.**  **Continuity for self isolation and further lock down ( Jan 2021 )** |  |
|  | **C**  **Maths resource** | **Class resources to support mastery**  **Times table ind pupil** | **£300.00** |  | **£381.00**  **£26.97**  **Term 1 visible in classes to support daily rehearsal for all pupils .** |  |
|  | **D**  **Literacy resource** | **Magnetic Cursive sets**  **A to Z letter shapes** | **£150.00** |  | **£138.00**  **Term 1 visible in classes to support daily rehearsal for target groups** |  |
| **CPD** | **A.**  **Autism Awareness** | **Foundation Team experienced updated training to support children with autistic traits and behaviours** | **£200.00 +**  **£300.00 for staff release** |  | **£0.00 ( virtual event )**  **Made available via CAST North Cluster wider opportunity.**  **Teacher feedback very positive** |  |
|  | **B**  **Dyslexia Action** | **KS2 skills teaching update** | **£400.00** |  | **£354.00**  **Term 1 Course began Nov 2020** |  |
|  | **C Attachment training updates** | **3 day mentorship Babcock** | **£700.00** |  | **Spring term 1 x team ( 3 adults )** |  |
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| **Targeted Academic Support 2020 to 21 Planned for Spring term 2021** | | | | | | |
| **Barrier** | **Action** | **Desired Outcome** | **Cost** | **Person responsible** | **Impact / evaluation** |  |
| **S and L needs of pupils** | **S and L support**  **Talk time and speech articulation F / Yr 1 / Yr 2**  **2 hrs x weekly** |  | **£400.00** | **HT** | **Term 1 self confidence of pupils evident.**  **Increased talk evident.**  **Raw language scores improving.** |  |
| **Lost pace in writing skills and experience due to lockdown 1** | **Yr 6 writing mentorship**  **2hrs x weekly** |  | **£600.00** |  |  |  |
| **Lost pace in reading skills due to lockdown 1** | **Reading Recovery**  **2 x weekly Yr 3** |  | **£1,000.00** |  |  |  |
| **Lost pace in high order reading experiences due to lockdown 1** | **Reading comprehension target work Yr 5** |  | **To be identified** |  |  |  |
| **Lost pace in core maths skills due to lack of consistent repetition in lockdown 1** | **1 : 3 National Tutoring Programme maths Yr 6 14 sessions** |  | **£450.00** |  |  |  |

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| **Wider Strategies** | | | | | |
| **Barrier** | **Action** | **Desired Outcome** | **Cost** | **Person responsible** | **Impact / evaluation** |
| **Self regulation** | **All adults lead with attachment approach**  **Any training gaps identified and delivered** | **Children feel calm and safe in school.**  **Children have safe adults to talk to.**  **Support for high needs is in place** | **CPD**  **£700**  **\*see CPD above** | **HT with SENCO and Pastoral support worker** | **Autumn term CPD in house only.**  **Evidence that attachment approach widely used.**  **Training identified for Spring term to deepen specific team skills.** |
| **Learning discipline and expectations lost pace during lockdown** | **Review school values**  **Focus 1 respect**  **Focus 2 To Kindness** | **To reset common language and high expectations for behaviour.**  **Focus on key attributes to progress common good** | **Art work for displays £50 - 100** | **HT** | **Autumn term art work £50.00**  **Respect interventions across school supported identified small groups and individuals to express and develop need.**  **Behaviour in class consistently good.**  **Behaviour outside of class mostly good and improving to end of term** |
| **Negative experiences in lockdown** | **To ensure school protective behaviours fully established** | **Every pupil has named adult in school who they would talk to if they had concerns.**  **Children have talk time where needed** | **£800**  **1 term x 2 hours PSW time** | **HT / PSW** | **Autumn term**  **Parent and pupil surveys identified strong sense of safety and wellbeing as well as increased progress from previous year data.**  **Pupil and family needs identified and swiftly supported.**  **This work will continue in term 2 and term 3 within the schools current provision so no additional cost.** |
| **Family situation changes** | **PSHE programme in all classes.**  **Safe and well being survey pupils and parents**  **Regular newsletter features on importance of communication.** | **Every child feels able to share any needs/ concerns.**  **To ensure that communication with parents supports open door approach and all adults know who and how to talk to.** |  |
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