

St Thomas CE (vc) Primary School: COVID Catch-Up Premium Plan



Summary information

School	St Thomas CE (vc) Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,640 (1 st payment received £8,300, 2 nd payment February tbc £10,700, 3 rd payment April tbc £13,640)	Number of pupils	408 not including Nursery

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 years 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

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](#).

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](#) 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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

1. One to one and small group tuition
2. Intervention programmes
3. Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys- (specifically , in many year groups from WR maths- fractions, decimals, statistics and shape and space). Most children have shown a good attitude to getting back on with maths however they are quite simply, 'behind'. 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. Reasoning assessments also showed the problem solving skills that were being developed have slipped back and some children have less resilience in the skills linked to reasoning and problem solving.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. For many children writing stamina appears to have dropped and some have shown a lack in motivation due to the lack of fluency in their ability to write. Our KS1 pupils have also shown gaps in their recall of some of the key structures of the genres they knew such as story telling language and instructional lay out.
Reading	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 and reading ages have shown a lack of progress. Children in Y1,2 and 3 have gaps in their phonetical knowledge which has impacted on reading fluency.
Foundation subjects	There are now significant gaps in knowledge – whole topics have not been taught and the subject- specific objectives that are covered in them were missed- 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.
Non-academic impacts	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to the time off and lack of structured learning experiences since school closures. This could also result in poor mental health, well-being and issues around social and emotional behaviour. Home learning was tricky for some families due to lack of resources and ability to communicate effectively with the teachers.
Additional Information	<ul style="list-style-type: none"> • Our proportion of disadvantaged pupils across the school is 35% compared to the national picture at 18% (2020). • Our proportion of pupils with an EHC plan/Statement is 4% which is slightly higher than current national average. • On average 50% of children from Year 3 to Year 6 engaged with the detailed online learning that the school provided during lockdown with less and less engaging towards to end of the school year. • During the COVID19 pandemic, school remained open throughout the lockdown period for vulnerable pupils and children of key workers. School opened wider for Reception, Year 1 and Year 6 pupils on 15th June with attendance with average attendance in each year group at R-16 % Y1- 18% Y6-98% growing which is 29% of the whole school. • When school opened to all year groups on 29th June, attendance grew to 37% of the school roll, which reflects the anxiety of the local community. School endeavored to engage the wider school community on a number of occasions to increase attendance. • Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place

over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.

- Upon re-opening on 7th September 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return. Overall attendance for Week 1 was 99%. During the first half term attendance was on average 96%
- SLT have looked at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identified children to catch up in their areas of most need. Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:

Overall 2020/2021: **£32,640** (These amounts are based upon £80 per child with **408** children on roll from Reception to Year 6).

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

1. Teaching and whole-school strategies

Action:	Chosen approach and anticipated cost	Success Criteria	How will you make sure it's implemented well?	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Teaching:</u> All subjects 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><i>Additional time for teachers and subject leaders to research and plan and assess gaps in subject knowledge. Release time and additional cover will be required to facilitate the additional PPA. Teacher being released from class per day costs schools £220.00.</i> £220 x 8 days = £1760.00</p> <p><i>Purchase additional manipulatives in classes</i> £200.00</p>	<p>Plans clearly show 'catch up' and new objectives.</p> <p>All subject leads are aware of and have communicated potential gaps to staff and are supporting them in their planning.</p> <p>Missed subject knowledge is being taught to children and teachers using 'Plan, Teach, Assess, Review' and strong AfL to sequence lessons.</p> <p>Resourcing will be used to support learning and ensure all children can access lessons.</p>	<ul style="list-style-type: none"> • Planning reviews • Subject leader plans • Book reviews • Year group meetings • Data • Appraisals 	<p>Teachers were able to review curriculum and prioritise areas to catch up. Reading recovery was discovered to be one of areas where, with catch up, progress across all subjects could be made. Impact good as staff knowledge increased.</p> <p>Children were all bought own equipment to ensure learning could take place anywhere. Impact -good</p>	<p>SLT</p> <p>Cohort leads</p>	<p>Sept 21</p>

<p><u>Supporting Learning</u> Teachers to have access to daily practice and review materials using ICT both in and out of school</p>	<p><i>My Maths Program</i> £338.28 <i>Oxford Owl online reading program</i> £400.00 <i>TT Rock Stars</i> £131.40</p>	<p>Analysis will show that whole class gaps have been filled and progress has been accelerated.</p>	<ul style="list-style-type: none"> Tracking including usage Pupil Progress Provision Mapping Data Analysis 	<p>My Maths- 76% engaged in first few weeks- used for pre-teaching. Impact- good Oxford Owls- Used for all children to access books at home without need for school books and increase reading rates at home- Impact-moderate TT-Rockstars- Used in school and at home to increase xtable knowledge- impact-good.</p>	<p>SLT Subject leaders</p>	<p>Sept 21</p>
<p><u>Teaching assessment and feedback</u> 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>Purchase of assessment materials and/or photocopying to create assessments</p> <p>NFER Assessments – to tackle gaps in learning (Reading) £1307.00</p> <p>Plus photocopying £200.00</p> <p>Training for teachers regarding phonics base lining and new to phonics</p> <p>Cost per day for teacher cover £220.00</p> <p>Phonics training x4 days</p> <p>X2 days Teachers (2) £440.00</p> <p>X2 days Teaching Assistants (4) £440.00</p>	<p>Staff clear on where gaps are and what each child needs.</p> <p>Gaps are being filled so progress is accelerated.</p> <p>Increased support given to pupils who are identified as needing it.</p>	<ul style="list-style-type: none"> Data Analysis Pupil Progress Appraisals 	<p>NFER- enabled staff to see gaps in reading comprehension knowledge and action plan how to close gaps.</p> <p>Worked with LA to have impact on phonics- disrupted due to Lockdown 3.</p> <p>Year 2 phonics result- 82.5%- above national average.</p> <p>Longer term Impact to be monitored again this year.</p>	<p>SLT Cohort leads</p>	<p>Sept 21</p>

<p><u>Improving Home/School learning</u></p> <p>To improve home learning, when a 'bubble' isolating and through impactful homework to allow teaching to continue to support catching up.</p>	<p><i>Additional laptops for children self-isolating These have been funded through DFE so far plus additional laptops through Lisa Jagger/funding. Training on SeeSaw (Mr P ICT)</i></p> <p>£300.00</p> <p>Upgrade to SeeSaw for all staff/pupils £1601.60</p> <p>iPad app – Sophos Central MDM (36 months) £2650.00</p>	<p>More children can access learning from home.</p> <p>Increased ability for teacher to support learning after school hours.</p> <p>More children accessing learning from home.</p>	<ul style="list-style-type: none"> • Data Analysis • Pupil Progress • Tracking including usage 	<p>Seesaw enabled us to set work from school for isolating families and also during Lockdown 3. Impact- Very Good</p>	<p>Class teacher</p>	<p>Sept 21</p>
Total budgeted cost £9768.28						

2. Targeted approaches						
Action:	Chosen approach and anticipated cost	Success Criteria	How will you make sure it's implemented well?	Impact (once reviewed)	Staff lead	Review date?
<p><u>Small group tuition</u></p> <p>All children will have time to catch up on the gaps of knowledge identified by their teacher in a small group.</p>	<p><i>Across a day a week chosen year groups will have time in a small group with teacher to look at objectives where gaps have been identified. Additional release provided by GROW and Project Sport to enable mental wellbeing for children also.</i></p> <p>GROW x3 weeks £2250.00</p> <p>Project Sport x3 weeks £2025.00</p> <p>GROW Additional sessions £4200.00</p> <p>Project Sport Additional Sessions £3780.00</p>	<p>Identified gaps are closed and children make accelerated progress.</p> <p>Mental wellbeing is enhanced and children are more ready to learn.</p>	<ul style="list-style-type: none"> • Children tracked through internal data • Intervention planning reviewed • Year group meetings 	<p>Impact on wellbeing was good. Staff reported children were able to focus more on work after the enrichment sessions which meant gaps identified in learning were bridged in a small group. Team building and school spirit was also an advantage. Impact- Good</p>	<p>SLT</p> <p>Class teacher</p>	<p>Sept 21</p>

<p><u>Nuffield Early Language</u> Reception are working in partnership with NEL to participate in their early language intervention program.</p>	<p><i>Intervention is applied for and staff within phase are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Cover for staff training (£)</i> Cover per day per TA £110.00 x2 days £220.00</p>	<p>Early Language development is improved and this is seen in the impact of early reading. Progress is accelerated and more strengthened end of year outcomes.</p>	<ul style="list-style-type: none"> Children tracked in internal data and intervention data Intervention planning reviewed Year group meetings and 	<p>Program still to be completed as other staff needed to be trained due to absence.</p>	<p>ADT- lead Class teachers and Cohort Lead</p>	<p>Sept 21</p>
<p><u>Phonics</u> To bridge gap in phonics knowledge especially in Year 3 from missing end of phases at end of Y2 To support Y1 and Y2 in catching up with missed and forgotten phase letters and sounds.</p>	<p><i>Teachers in rec-Y3 to baseline children using school phonics assessments Targeted CPD to support teachers Daily phonics lessons in these year groups. Purchase of additional phonics support materials where needed to ensure all classes have enough and less cross over between groups (£)</i> £500.00</p>	<p>Accelerated progress will ensure that pupils' gaps in phonics knowledge and understanding are addressed.</p>	<ul style="list-style-type: none"> Internal data tracking Entry and exit phonics score Entry and exit reading ages Pupil progress meetings through appraisal 	<p>The school worked with the LA to improve phonics teaching and Oxford Owls was purchased so all children could access suitable decodable books at their level. More funding to do into a government validated program in 21/22. IMPACT- Fair</p>	<p>SLT Cohort Lead Phonics Lead</p>	<p>Sept 21</p>
<p><u>Tuition Partners</u> Using National Tuition partners Using National Tuition partners FFT Lightning Squad Y1-Y4- Reading Tuition in person- (1:4)- 80 pupils- 15 hour block per pupil. identified through baseline data and in-house tracking FFT lightning squad tutor to work full-time in school for 7 weeks, running ten 30-minute tutoring sessions each day from 9am to 3pm. 4 pupils will attend each 30 minute</p>	<p>FFT- Y1-Y4- Ratio 1:4 x 80 pupils (Subsidised to £55 per pupil x80- £4,400) Ranstad- Y5-6- Ratio 1:3 x 40 pupils (Subsidised to £43.75 per pupil- £1,750) TLC Live- Y5-6- Ratio 1:3 x 40 pupils (Subsidised to £75 per pupil-</p>	<p>Attainment and progress in Reading will be accelerated and the attainment gap will exceed pre-COVID attainment. Expected reading gains will be between 3-5 months for each pupil over 7 week period.- FFT</p>	<ul style="list-style-type: none"> Internal data tracking Entry and exit reading ages Pupil Progress Feedback & Tracking from NTP Partner Entry and exit data 	<p><i>% of those achieving ARE at end of year</i> FFT- Y1- 52% (56% dis) Y2- 52% (60% dis) Y3- Y4- 55% (43%) Ranstad Y5- 52% (55% did) TLC live Y5- 41% (58% dis)</p>	<p>SLT Reading Lead Maths Lead Tuition Lead</p>	<p>Sept 21</p>

<p>tutoring session (2 pairs of pupils working together).</p> <p>Ranstad Tuition Y5 and Y6 – Reading Tuition in (1:3) in person – 40 pupils – 15 hour block per pupil tutor to work full-time in school for 7 weeks, running 5x1hour tutoring sessions each day from 9am to 3pm. 3 pupils will attend each session</p> <p>TLC live Y5 and Y6 – Maths Tuition (1:3) online – 40 pupils – 15 hour block per pupil</p>	<p>£3,000)</p>			<p>IMPACT- Fair/Good</p>	
<p>Total budgeted cost 19,875</p>					

<p>3. Wider Strategies</p>						
<p>Action:</p>	<p>Chosen approach and anticipated cost</p>	<p>Success Criteria</p>	<p>How will you make sure it's implemented well?</p>	<p>Impact (once reviewed)</p>	<p>Staff lead</p>	<p>Review date?</p>
<p><u>Mental Health and Wellbeing</u></p> <p>To ensure all our pupils, staff and wider community are safe and secure in coming back to school.</p> <p>To increase support for pupil and staff wellbeing in school and to engage with parents/ carers to support this.</p>	<p><i>School risk assessment clearly communicated and provided on website.</i> <i>Regular links with parents/carers through DSL, LM and class teachers.</i> <i>EHC and SAS numbers provided to staff and support given to access these services Trailblazers services initiated.</i></p> <p>Zones of Regulations books £80.00 Informative Posters £100.00</p>	<p>Confidence in safety of school returned.</p> <p>Good attendance in line with national expectations.</p> <p>Links with parents well established</p> <p>Support for those who need it through Trailblazers including parents.</p>	<ul style="list-style-type: none"> • Parent questionnaires • Staff meetings • Regular DSL meetings and support. 	<p>On-going- to support SEMH needs. Given school a shared language IMPACT- ONGOING</p>	<p>SLT</p> <p>MH Lead</p> <p>Cohort Leads</p>	<p>Sept 21</p>

<p><u>Supporting behaviour</u></p> <p>To re-establish the positive behaviour and learning routines, as well as reinforcing the school's values.</p>	<p>Introduce and implement a more holistic behaviour approach based on mantra- Ready, Respectful and Safe.</p> <p>All staff consistently follow the school's behaviour policy</p> <p>Class dojos and end of half-term rewards are used consistently across school to reward children's positive behaviour</p> <p>All behaviour incidents are consistently logged on class behaviour sheets so behaviour incidents can be attained and support analysis</p> <p>All children will be able to talk about the school's values and given time to explore what this means to our school.</p>	<p>Behaviour in school is good which in turn means learning takes place for all.</p> <p>Children are more aware of self and know they have support when things go wrong.</p> <p>Mantra of: Ready, Respectful and Safe is clearly understood and followed by staff and pupils alike.</p> <p>Patterns of behaviours analysed and support put in where needed.</p>	<ul style="list-style-type: none"> • Class assemblies • Pupil Voice • Behaviour Analysis 	<p>On-going- school has adopted the mantra and it is clear in the school systems.</p> <p>IMPACT- Ongoing</p>	<p>SLT</p> <p>Class Teachers</p> <p>Learning Mentors</p>	<p>Sept 21</p>
<p><u>Supporting parents and carers</u></p> <p>To identify and implement a new online remote learning platform where staff/children/parents are confident in its use to support, develop and extend children's remote learning at home.</p> <p>To ensure that the school applies for laptops from the Government laptop initiative for eligible children.</p> <p>Children have access to appropriate stationery and paper-based home-</p>	<p><i>Seesaw app set up across all classes from Y1-Y6. Premium version paid for so that all staff can support EYFS will continue to use Tapestry</i></p> <p><i>Whole school CPD on SeeSaw (Mr P ICT)</i></p> <p><i>Laptops applied for and given out.</i></p> <p><i>Applied for approx. 55</i></p> <p><i>Given out approx. 55</i></p>	<p>High engagement with homework through seesaw and apps.</p> <p>If bubble is closed children can access home learning through Seesaw or Tapestry.</p> <p>Children have physical resources if needed and home learning has a high engagement.</p>		<p>IMPACT- GOOD</p> <p>All our PP children were given access to technology during lockdowns and bubble closures.</p> <p>DSL supported families and uptake was good.</p>	<p>HT</p> <p>School Business manager</p> <p>ICT lead</p>	

<p>learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>through DFE initiative/LA when self isolating Applied for 8 received 8 – Local Services to you – Lisa Jagger/Chestnut Centre</i></p> <p>Laptop set up fee to IT provider x 2 days £1400.00</p> <p>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £5 per pack x 100 £500.00</p> <p>Paper packs are printed if families need this form of learning instead £3 per pack X 100 £300.00</p>					
<p>Staff Technology Ensure Teachers have laptops that work well and that are able to support learning. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Resources purchased: VPN installed on all staff laptops through IT provider (extra days of IT support purchased) x1day x2 staff £700.00</p> <p>Tripods £50.00</p> <p>Whiteboards £50.00</p> <p>No More Marking – Writing Diagnostics £595.00</p>					
					Total budgeted cost	£3,775.00

Cost paid through Covid Catch-Up	£32,640
Cost paid through school budget	£778.28
Total Spent	£33,418.28