



St Mary's CE Primary School **'Nurturing Success'**



The Catch-up premium funding 2020-21

Summary of government guidance

The Catch-Up Premium funding is intended to be used to support pupils to catch up for lost teaching during the lockdown. Schools receive £80.00 per pupil and have the flexibility to spend their funding in the best way for their pupils and circumstances.

Our catch-up priorities

We have used the Education Endowment Foundation (EEF) [coronavirus \(COVID-19\) support guide for schools](#) (which contains evidence-based approaches to catch up for all students) and their [school planning guide: 2020 to 2021](#) to help us to consider how to direct our additional funding in the most effective way.

Following the EEF recommendations, we are adopting a tiered approach consisting of:

- Teaching and whole school strategies
- Targeted support
- Wider strategies

We recognise that as a school we must be able to account for how this money is being used. Given the role which governors play in ensuring schools spend funding appropriately and in holding schools to account for educational performance, our governors have been well-informed of our plans for and use of catch-up funding.

As a school, we identified our priorities through considering our curriculum, reflecting on our rationale and thinking about the way different subject curriculums are organised. We also consulted with staff, analysing the results of baseline assessments from the first part of the Autumn Term 2020 to identify the areas that required the most attention.

Based on these factors, we decided that reading was the area that required the greatest focus for use of catch-up funding across the school. As a school, we believe reading plays a key role in enabling children to access all subject areas effectively, broadening children's vocabulary, knowledge and understanding of the world and other people and cultures. Reading can also have a significant impact on children's well-being. The spiral curriculum we follow in Maths also makes it easier for teachers to 'catch children up.' The spiral curriculum is built into the Maths No Problem approach. Topics are revisited to consolidate understanding and children revise topics and ideas on a number of occasions throughout chapters and year groups. If prior learning is not secure, there is an opportunity to revisit ideas and concepts without having to provide completely separate lessons. However, some

of the funding is being used to support Maths 'catch up' interventions (in Y1, Y3 and Y6) where it was felt it was particularly needed.

Teaching and whole school strategies

High-quality professional development for Autumn 2020 including:

Reading, Writing and Maths CPD delivered by subject leaders

Wider Curriculum support and training

Further training on 'Making Learning Stick' and metacognition

https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf

Focus on teaching modelling and pupil-led learning/organisation

Focussed assessments and teaching planned to 'plug the gaps'

Focus on effective feedback

Monitoring of pupil progress by the senior leadership team and subject leaders

Focus on effective transition with videos for new starters on the school website and for children moving to a new year group

Embed the strategies introduced at the Language and Vocabulary and Cultural Capital Training introduced last year

Associated costs funded through school budget

The effect of this expenditure on the educational attainment of pupils will be assessed through monitoring and evaluation by leaders which takes account of:

- Pupils' work (written work and contributions in lessons)
- Test results and teacher assessment data
- Discussions with pupils and teachers

All teaching and whole school strategies will include a focus on disadvantaged and vulnerable groups.

Targeted support and plans for use of the catch-up funding

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.

To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. Tuition delivered by qualified teachers is

likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial. (EEF)

Following the baseline assessments, class teachers were asked to produce class tracker grids for Reading, Writing and Maths, identifying the pupils who required additional support to be 'on track' to achieve their end of year/key stage targets. Class teachers have provided subject leaders with the strategies in place to support each individual child. Subject leaders have quality-assured these progress trackers, ensuring that appropriate strategies are in place to support individual pupils. Subject leaders and the senior leadership team will monitor pupil progress across the year, taking account of a range of evidence including:

- Pupils' work (written work and contributions in lessons)
- Test results and teacher assessment data
- Discussions with pupils and teachers

Leaders will use the information from monitoring and evaluation to review the pupils in need of additional support each term and the strategies in place to support them.

All disadvantaged children and children with SEND will be included on the progress tracker grids to ensure there is additional, targeted support for the children who need the most help and are likely to have been hardest hit by the coronavirus outbreak.

As explained above, reading was chosen as the focus area for the specific targeted interventions.

EYFS

- 2 hours per week: TA early reading and well-being support for identified individuals, prioritising children with special educational needs.
- Cost: £616

Y1

- 1:1 TA reading and maths support for identified children each morning
- Weekly teacher-led small group **Phonics 'catch up' support** sessions with identified children across Y1
- Cost: £3,752 (TA support) + £3943 (Teacher-led support)

Y2

- Teacher-led individual and small group reading interventions with identified children from across Y2 (1 half-day per week)
- Cost: £4,438

Y3

- Teacher-led individual and small group reading and maths interventions with identified children from across Y3 (1 half-day per week)
- Cost: £3,467

Y4

- Teacher-led individual and small group reading interventions with identified children from across Y4 (1 half-day per week)
- Cost: £2,944

Y5

- Teacher-led individual and small group reading interventions with identified children from across Y5 (1 half-day per week)
- 1 hour per week: TA reading and well-being support for identified individuals, prioritising children with special educational needs.
- Cost: £3,943 + £308

Y6

- Teacher-led individual and small group reading interventions with identified children from across Y6 (1 half-day per week)
- Teacher-led Maths interventions with identified children from across Y6 (1 half-day per week)
- Cost: £7,885

Funding allocated: £31,200

Overspend: £94.00

Targeted support in the form of specific interventions is also taking place in each year group to meet the needs of individuals, particularly those with SEND. These include Beat Dyslexia and Lexia (KS1 Only)

Wider strategies

Use of the Cultural Capital Passports across all year groups (adaptations made for COVID where needed)

Outdoor Learning opportunities provided across all year groups

Philosophy for Children (EEF Promising Project low cost +2/+4 DVA) being trialled by the PSHE Leader in year 3. Consider wider roll-out to other year groups from the Spring Term

Training all members of the school community to use Teams to support remote learning and ensuring that appropriate remote education is provided for children who are isolating

Access to technology – families supported to have access to an appropriate device

Associated costs funded through school budget

The effect of this expenditure on the educational attainment of pupils will be assessed through monitoring and evaluation by leaders which takes account of:

- Pupils' work (written work and contributions in lessons)
- Test results and teacher assessment data
- Discussions with pupils and teachers