



## Catch-Up Premium Plan

### The Federation of St Mary's Catholic Schools – Infant School

Summary information					
<b>School</b>	The Federation of St Mary's Catholic Schools – Infant School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	Sept 20 – March 21 = £8306  April 21 – August 21 = £5933	<b>Number of pupils</b>	176
Guidance					
<p>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.</p> <p>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.</p> <p>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.</p>					
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 <a href="#">curriculum expectations for the next academic year</a> .			The EEF advises the following:  Teaching and whole school strategies <ul style="list-style-type: none"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li></ul>		

<p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<ul style="list-style-type: none"> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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<b>Identified impact of lockdown</b>	
<b>Maths</b>	<p>The biggest impact that lockdown has had on Maths is the practical use of concrete resources. When the children are learning at home, they don't always use concrete resources to show understanding even though we encourage them to use objects at home. Therefore, a lot of the learning is abstract. Additionally, the use of fluency strategies taught in school are not always used due to lack of parental understanding of concepts taught. Hope that's ok.</p>
<b>Writing</b>	<p>Parents having different expectations, e.g. the amount a child writes, handwriting. This is leading to lack of stamina when writing and handwriting not meeting age-related expectations. Children not being encouraged to use their phonic sounds to spell independently as they tend to be given the spellings.</p>
<b>Reading</b>	<p>Access to books (although links to access e-books have be give to parents through Oxford Owl) Out of routine, e.g. regular reading day</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught 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 memorable curriculum moments.</p>

**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**

<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Supporting great teaching</u></p> <p>Gaps in English and Maths addressed via additional, targeted, teacher intervention.</p>	<p>Additional teacher employed 2.5 days a week Jan to May. This will release class teachers to work with small groups of children in a targeted way. (COVID-19 situation dependant)</p> <p style="text-align: right;"><b>£8000</b></p>	<p>Individuals and groups to have made the more than expected progress within the year to get them to be expected standard</p>	<p>DMC KG</p>	<p>Jan 21</p> <p>March 21</p> <p>April 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>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>Half-Termly moderation of assessments. Release time for Subject Leads to analyse data drops (6 times per year)</p> <p style="text-align: right;"><b>£540</b></p>	<p>Children taught missed concepts and moving closer to expected levels due to accurate gap analysis.</p>	<p>DMC</p>	<p>Oct 20</p> <p>Feb 21</p> <p>May 21</p> <p>July 21</p>
<p><u>Transition support</u></p> <p>Children who join St Mary's in year to be provided with as smooth (and safe) transition as possible. Nurture needs assessed as well as catch-up gaps.</p>	<p>HoS/EHT to liaises with families and determine needs in advance of transition. Catch-Up gaps to form part of transition discussions e.g. how well engaged in Remote Learning are they?</p> <p style="text-align: right;"><b>Time cost</b></p>	<p>Smooth in-year transition for any child joining the St Mary's family.</p>	<p>DMC KG</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£ 8540</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition</u>  Phonic Screening Checks in Year 2 and Year 1 to be comparable to National Outcomes. Gaps diminished.	Staff to deliver additional phonic teaching for children in EYFS and KS1 to enable pupils to catch up quickly and stay on track to meet the phonic screen check at the end of Autumn term in Year 2 and Summer term Year 1. Additional resources for additional groups purchased.  <b>£1000</b>	Year 2 Phonics data shows reduced impact of lockdown.  Year 1 Phonics data shows disadvantaged gaps are narrowed.	CT	Oct 20  Dec 20  Marc 21  June 21
<u>Intervention programme</u>  Wellbeing and children's mental health is a key priority. RSHE programme 10:10 Life to the Full is a key driver in this area  Oral language barriers for our youngest and most vulnerable children targeted and addressed.	10:10 Life to the full introduced in all classes <a href="https://www.tentenresources.co.uk/primary/">https://www.tentenresources.co.uk/primary/</a>  <b>£500</b>  Nuffield Early Language Intervention (NELI). Staff in EYFS to take part in training and using given resources undertake  <b>Staff release time - £540</b> <b>NELI - funded</b>	Children's mental health will be supported through the program. All stakeholders know that it is ok to talk about COVID-19  Speech and Language barriers in disadvantaged children removed.	KG CH	Spring Term 21
<u>Extended school time</u>  Additional support for children who have suffered loss or trauma during lockdown. Also wellbeing support evident for staff.	Mental Health First Aider Trained – JMc  <b>£500</b>	Impact of loss handed sensitively due to support from school	JMC	March 21
<b>Total budgeted cost</b>				<b>£2540</b>

### iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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.</p>	<p>5-day home-learning paper packs are printed and ready to distribute for all children who need them.</p> <p style="text-align: right;"><b>£2.25 per pack</b> <b>£180</b></p> <p>Stationery packs/books are to be purchased and set aside for children to take home when home-learning occurs.</p> <p style="text-align: right;"><b>£250</b></p>	<p>Families are supported should we enter a lock down and catch-up work can continue remotely.</p>	<p>DMC KG</p>	<p>Jan 21</p> <p>March 21</p> <p>May 21</p>
<p><u>Access to technology</u></p> <p>Barriers to Remote Learning are identified and addressed. Gaps in knowledge reduced due to sufficient equipment provided by school.</p>	<p>Purchase of internet dongles to enable children who do not have access to the internet at home, access to virtual lessons and on-line learning during the closure of class bubbles or national/ local lockdown.</p> <p style="text-align: right;"><b>£100</b></p>	<p>Identified disadvantaged children access Remote Learning and engage in the process due to high quality equipment.</p>	<p>DMC</p>	<p>Ongoing</p>

	<p>Purchase subscription to National Online Safety to increase awareness and qualifications in online safety for all.</p> <p style="text-align: right;"><b>£300</b></p> <p>Additional devices purchased to ensure children can access Remote Learning. Gov scheme only from Y3 upwards so Infant School not eligible. (Number may vary depending on updated audit results)</p> <p style="text-align: right;"><b>£2300</b></p>			
<b>Total budgeted cost</b>				<b>£3380</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£14,210</b>