

Catch up Premium and Recovery Plan 2020-22

St Michael's Catholic Primary School

Summary Information

School	St Michael's Catholic Primary School				
Academic Year	2020-2021	Total Catch-up Premium (Autumn/Spring allocation)	£11,720 to date	Number of Pupils	253

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 from FS2 to Year 6. 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

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

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

Planned Expenditure -				
1. Teaching and related whole-school strategies				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
High quality teaching for ALL... Supporting great teaching:	We have agreed a whole school catch up curriculum for all year groups. Priority given to reading, phonics, writing and maths. Mental health, wellbeing and physical fitness has been prioritised.	Children are on track for ARE. School is prepared to transition to the delivery of a full curriculum from Sept 2021. Children are physical every day.	SLT	March 2021
Effective diagnostic assessment... Teaching assessment and feedback:	All children assessed in September 2020 for a baseline in reading, writing, phonics, spelling and maths. Rising Star tests to be used half termly. Phonics Tracker used for phonics. 1:1 interventions & Meetings	Data shows progress from September 2020. Staff have used assessments to refine teaching and create target groups of children. Completed one page profiles	Year Leaders	Termly Data
Supporting remote learning... Ensuring equity of access for all:	All staff trained in using School Comms, Class Dojo to set work and teach remotely. Staff have collected information about families who may need technology should their class close. Devices provided where necessary. DFE order made for the devices allocated to the school.	All children are able to access remote learning if required. All staff trained and confident in delivering lessons through Class Dojo and Zoom.	SLT Year Leaders	Termly

Focusing on professional development... Supporting great staff:	In-house training for staff re remote learning, catch up curriculum, subject expectations. Mental health webinars and training re behaviour management have been provided.	Staff are planning and resourcing an effective and engaging curriculum. All staff have attended any relevant training.	SLT	Termly
Transition support... Welcoming new starters:	All new starters welcomed to school in September 2020. Time set aside for parents to meet new teacher and get to know one another before the child started school, starting part time.	All children have made a smooth transition and are happily settled into school routines. Good relationships are developed between home and school. Any hard to reach children/families have been contacted.	All EYFS Staff	Termly
2. Targeted academic support				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
High quality 1-to-1 and small group tuition... Academic tutoring programme	Year 6 intervention groups 2 afternoons per week, additional TA time required to provide effective teacher support. Additional teacher for Y6 1 day per week focussing on English. Phonics catch up tuition with 1-2-1 TA across Year 1 and 2. Additional range of RWInc resources enabling smaller group work to catch up missed sessions.	Progress in phonics is good, children are able to apply their skills in early reading and writing. Learning Gaps reduced in Year 1. SEND pathways paperwork completed to address the needs of the neediest. All Year 1 children to have made progress each term.	SLT Year Leaders	Termly

<p>Recently Qualified Teacher, Teaching Assistants and targeted support... Intervention programme</p>	<p>Additional specialist staff to support with early language.</p> <p>All year groups will use additional hours of TA support to address social and emotional concerns. Target small group work.</p> <p>Daily support aimed at children who have struggled in lessons-pre and post teaching support.</p>	<p>Welcom screening completed with all children in F2.</p> <p>Target groups identified with intervention programmes addressing gaps with target children.</p> <p>All children whose social and emotional needs has raised concerns have received support from Pastoral Team.</p>		<p>Termly</p>
<p>Planning for pupils with SEND... Intervention programme, EHCP Plans and Meeting with SENS team</p>	<p>All children with SEND receive additional weekly daily support.</p> <p>The majority of SEND children's needs are addressed through their personalised plans.</p> <p>Private Educational Psychologist engaged to speed up assessments for children who should have been assessed last year.</p>	<p>The needs of all SEND children are met.</p> <p>Additional support has been sort from other agencies where necessary.</p> <p>Educational Psychologist reports completed for priority children - additional resources purchased or alternative provision is in place.</p>		<p>Termly</p>
<p>Total Budgeted Cost</p>				<p>See Below</p>

3. Wider Strategies

Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</p>	<p>Daily communication with parents via Dojo, phone call and/or email.</p> <p>Pastoral Team are available to support families. Links made with a</p>	<p>All families aware of relevant school events, LA and national guidance.</p> <p>Pastoral Team are able to support and sign post parents to resolve their concerns worries.</p>	<p>SLT</p>	<p>Termly</p>

	<p>range of other agencies. Housing, mental health, where appropriate etc.</p> <p>Food vouchers are provided for those families in need.</p> <p>Range of online resources shared with families to support mental health and wellbeing.</p>	<p>All families able to access support as needed.</p> <p>Food vouchers available for needy families.</p> <p>Online resources used effectively by parents and children.</p>		
<p>Ensuring access to technology... Enabling all learners equal access to the provision:</p>	<p>Government funded devices applied for.</p> <p>Not sufficient for the needs of the school.</p> <p>Technician has prepared additional devices should they be required. All staff trained in the use of Class Dojo and Zoom.</p> <p>Agreed a weekly teaching plan for remote learning. Any children not engaging are contacted by school and support offered</p>	<p>55 additional Government devices available.</p> <p>Staff provide online teaching and learning when their class closes. All children able to access it on their own or a school device.</p> <p>SLT involved with hard-to-reach families. Work packs sent out when needed.</p> <p>House visits made where necessary</p>	<p>SLT</p>	<p>Termly</p>
<p>Supporting pupils' social, emotional and behavioural needs... Whole school recovery curriculum:</p>	<p>Daily PSHE programme in all classes. Range of resources used. Interventions provided by TAs and staff weekly. Whole school recovery curriculum agreed.</p>	<p>All children are accessing daily PSHE work and interventions have further supported those who need it. Recovery Curriculum consistently applied across the school .</p>	<p>Year Leaders</p>	<p>Termly</p>

4. Extended School time				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Identified children are able to access a twice weekly catch-up club (1hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	Foundation, KS1, LKS2 and UKS2 phases will identify 10 children within the phase that require additional intervention. The cost of a teacher and TA per club (x2 a week) and snacks for the children is made available.	See intervention file to assess impact of individual pupils	LL	Summer 2022
Smaller group teaching providing additional teacher support for children	Additional laptops purchased, making additional teaching spaces with smartscreen technology available.	Children able to access curriculum at their relevant and appropriate level and work independently	HT	
Ensuring that all children make good progress in mathematics, regardless of whether they are learning in school or at home.	Purchase of Total Maths resources supporting all children in Years R-6.	Maths standards across school have improved and show progression, sequence and high standards of work.	WP	
Ensuring each classroom has a full set of resources to match the activities for the Total Maths resource.	Assess and purchase appropriate resources for all classrooms.	Classroom environments are engaging and conducive to good teaching and learning	Teachers	
5. Access to technology				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
School to have laptops that are available to classrooms for pupils to use, allowing them access to additional educational programmes and tasks. During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	Purchase laptops to be used either by groups or individual pupils throughout school. May also be loaned for home learning if necessary.	Children become more computer literate, develop independent skills and are able to access differentiated tasks to meet their individual and personalised learning needs.	HT	