



# St Mary's Catholic Primary School, Wingate

## Covid Catch up Premium Plan 2020-2021

Academic Year	2020-21
Catch-up Premium Allocation	£4,160
Number of pupils	52

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so.

Whilst head teachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Put simply: schools know their children and their communities best – none are the same and pupils and communities will have been affected in different ways. Leaders know their schools and their children and they know how to help them.

For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

### **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

### **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### **Remote education**

DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

**Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.**

The EEF guidance suggests a 3-tiered approach\*:

### **A Teaching**

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### **B Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### **C Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

**Total Catch up funding available: £4,160**

	<b>Barrier</b>	<b>Desired Outcome</b>
1	Children’s mental health needs are a concern due to the length of time off school and the impact of COVID 19 on families.	Staff are better informed and have greater clarity about how to support children with mental health needs. A Recovery Curriculum for mental health and well-being is delivered to all children on a daily/weekly basis.
2	Home learning provision and uptake among children is limited. Parents with more than one child at home struggle to support learning.	A strong remote learning offer in place with clear expectations for pupils and staff. Parents are supported with home learning. Feedback is given to pupils.
3	Staff require CPD to ensure accurate assessment of gaps in pupils’ learning. CPD required to ensure quality First Teaching	Accurate assessments in place and staff are confident and skilled to provide quality First Teaching.
4	Children in Early Years and KS1 have missed a significant amount of Phonics teaching.	A clear catch up programme in place – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Increased number of teaching sessions in school.
5	A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE.	Reading programme purchased for Key stage 2 which can be used at home and at school to ensure that children have access to high quality reading resources at home. Increased number of teaching sessions in school.
6	A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy.	Children to increase activity levels. Children to feel fitter and healthy, and this will improve wellbeing and attitudes towards learning.
7	Different families are struggling financially and need support (those who have not previously been identified as PP or as entitled to Universal Credit)	All pupils have what they need to access learning, whether in school, or at home. Families to feel supported by school.

<b>EEF suggested 3 tiered approach</b>	<b>A Teaching</b>
	<b>B Targeted Academic support</b>
	<b>C Wider Strategies</b>

	<b>Barrier</b>	<b>Actions</b>	<b>Desired Outcome</b>
1	Children's mental health needs are a concern due to the length of time off school and the impact of COVID 19 on families.	<ul style="list-style-type: none"> <li>• Mental health training for all staff at various levels</li> <li>• Planned wellbeing sessions</li> <li>• Collaborative working with the MHST &amp; Mental Health from BCCET (releasing staff)</li> <li>• Raise the profile of mental health and wellbeing via Remote learning platform, Mental health Week</li> <li>• Purchase relevant resources</li> </ul>	Staff are better informed and have greater clarity about how to support children with mental health needs. A Recovery Curriculum for mental health and well-being is delivered to all children on a daily/weekly basis. Staff will respond to pupils individually and as cohorts.
2	Home learning provision and uptake among children is limited. Parents with more than one child at home struggle to support learning.	<ul style="list-style-type: none"> <li>• Seesaw to be used alongside Teams to deliver daily learning.</li> <li>• Parental survey to capture barriers to accessing remote learning at home</li> <li>• Response to survey</li> <li>• IT devices to be provided where necessary</li> <li>• Weekly check-ins (or more ) when needed</li> <li>• support/tutorials for families struggling with remote learning.</li> </ul> <p>See Peer Review of Remote Learning for further information</p>	<p>A strong remote learning offer in place with clear expectations for pupils and staff. Parents are supported with home learning.</p> <p>See Remote Learning Policy for further information</p>
3	Staff require CPD to ensure accurate assessment of gaps in pupils' learning. CPD required to ensure quality First Teaching	<ul style="list-style-type: none"> <li>• Prioritise need for areas for CPD – in response to curriculum development, addressing gaps caused by Covid and staff wellbeing.</li> </ul>	Accurate assessments in place and staff are confident and skilled to provide quality First Teaching.
4	Children in Early Years and KS1 have missed a significant amount of Phonics teaching.	<ul style="list-style-type: none"> <li>• Systematic, streamlined assessments used by all staff across EYFS &amp; KS1 to identify gaps.</li> <li>• Staff to deliver additional phonics sessions to those who need it.</li> <li>• Training needs for some staff to be met and support to be given by more experienced staff &amp; English lead.</li> </ul>	Accurate assessments in place and staff are confident and skilled to provide quality First Teaching.
5	A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE.	<ul style="list-style-type: none"> <li>• Teach First Students to be utilised to release class teachers to deliver reading interventions to groups of identified pupils who have fallen behind.</li> </ul>	A clear catch up programme in place – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it.

6	A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy.	<ul style="list-style-type: none"> <li>• Remote Learning Offer to promote physical activity</li> <li>• Competition and engagement in physical activity to continue.</li> <li>• Profile of physical activity to remain high</li> <li>• Promotion of getting active during breaks – supported by resources available</li> </ul>	Children to increase activity levels. Children to feel fitter and healthy, and this will improve wellbeing and attitudes towards learning.
7	Different families are struggling financially and need support (those who have not previously been identified as PP or as entitled to Universal Credit)	<ul style="list-style-type: none"> <li>• Resource packs delivered to pupils, so they have all of the tools they need to work remotely.</li> <li>• Food parcels delivered</li> <li>• Vouchers</li> <li>• Involvement of PSA for identified families</li> </ul>	All pupils have what they need to access learning, whether in school, or at home. Families to feel supported by school.

**Timescale:** Actions to commence Oct 2020 – July 2021

**Measuring Impact:**

- Curriculum/learning gaps will be identified through teacher and formal assessment.
- Ongoing assessment will be undertaken to ensure that pupils are making rapid progress as a result of the interventions made.