

Catch-up Premium Strategy Statement: ST CHADS C.E PRIMARY SCHOOL 2020-21PLAN



Background

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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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.

The amount allocated to St Chad's Primary School is £20 320.

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.

1. Summary information			
School	St Chads C.E. Primary School		
Academic Year	2020-21	Total Catch up budget	£20 320
Total number of pupils	252+N	Number of pupils eligible for PP 42- October 21	Number of pupils on SEND register 18- October 21

1. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The majority of pupils have fallen behind in core curriculum subjects eg reading , writing and maths
B.	Some pupils have found reconnecting friendships challenging and have lost confidence in their own social, emotional and communication skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Support for home learning was limited in some families.
B	Low attendance on TEAMS for a very small number of specific identified children.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will catch up on core areas of curriculum they have missed, fallen behind in or require more support in. Pupils make accelerated progress during 20-21- measured by formative and summative assessment	Pupils work evidences rapid progress in key skills. Assessments show fewer gaps in learning for pupils. Y1 phonics results/ EY results/ KS1 results and KS2 results are in line or above national
B.	Pupils reconnect in their friendships Pupils have confidence in their own social, emotional and communication skills Measured by pupils discussions, observations, behaviour profiles	Children are happy, confident and emotionally stable in school. Children feel safe and supported in school

3. Planned expenditure

Academic year	2020-21
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Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will catch up on core areas of curriculum they have missed, fallen behind in or require more support in.	Appoint a qualified teacher (5 hours) to teach Year 3 maths so that the three mixed Year 3/ 4 classes can be split for maths into two x Year 3 and two x Year 4 smaller classes.	White Rose maths support materials for catch up are linked to individual year groups. Staff consider it important for the children to be in their own year groups for maths following lock down- so they can focus on core year group needs and the Ready to Progress materials	Planning/ teaching groups Evaluate formative and summative assessment outcomes	Headteacher DHT- Maths lead	End of every term- Autumn 20 Spring 21 Summer 21 £6000

'In order to support pupils who have fallen behind furthest, structured interventions which may be delivered one-to-one or in small groups are likely to be necessary.' 'A particular focus for interventions is likely to be on literacy and numeracy.'
'Programmes are likely to have the greatest impact when they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.' (EEF)

Pupils make accelerated progress during 20-21	Appoint a qualified teacher to provide one to one and small group intervention for children identified as requiring catch up- not necessarily Lower ability children or SEND	Some children have fallen behind their expected level of attainment by more than that expected by COVID lockdowns.	Intervention planning & records. Evaluate formative and summative assessment outcomes	HT DHT	July 21- End of year data October 20/ Feb 21/ April 21- Pupil progress meetings £6000
Pupils make accelerated progress during 20-21	Additional hours for TA's to provide one to one and small group intervention	Some children have fallen behind their expected level of attainment by more	Intervention planning & records. Evaluate formative and summative		July 21- End of year data October 20/ Feb

	for children identified as requiring catch up- not necessarily Lower ability children or SEND	than that expected by COVID lockdowns.	assessment outcomes		21/ April 21- Pupil progress meetings £3000
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Personal Development

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils reconnect in their friendships Pupils have confidence in their own social, emotional and communication skills	School Ranger to work with identified individuals and/or groups on activities which promote <ul style="list-style-type: none"> friendships social skills/ bonding mental health Communication Repeat staff training in Growth Mind-set and purchase new resources	In order to support identified pupils with their social skills and reconnecting with friends. Staff support pupils with their self esteem	Pupils discussions, observations, behaviour profiles, Ranger records, staff feedback	HT School Ranger All staff	End of every term- Autumn 20 Spring 21 Summer 21 Spring 21 £5000