



St Paul's C of E Academy

Catch Up Premium Funding Plan

Summary information					
School	St Paul's C of E Academy				
Academic Year	2020-21	Total Catch-Up Premium	£16800	Number of pupils	210

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 in years Reception through to Y6. The school's **funding allocation** will be calculated on a per pupil basis. 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.

The DfE guidance states '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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.'

Ref: Catch up premium, published 19 November 2020

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support
<p>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.</p>	<p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	<p>Specific content from the previous year has been missed, leading to gaps in learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Gaps are demonstrated in the recall of basic skills – children are not able to recall addition facts, times tables and calculation strategies.</p> <p>This is reflected in arithmetic assessments and reasoning assessments through the poor application of knowledge to problem solving.</p>
Writing	<p>Children have lost essential practising of writing skills.</p> <p>Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age.</p> <p>Analysis of writing highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils.</p>
Reading	<p>EYFS and KS1 Phonics - specific content not taught due to lockdown leading to significant gaps in reading.</p> <p>There is an evident widening of the vocabulary gap and a lack of fluency due to lack of practice.</p> <p>Comprehension skills need to be revisited</p>
Non-core	<p>There are significant gaps in knowledge – 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.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Teaching					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Evaluation
To provide quality first teaching in order for children to be make good progress and enable gaps to be closed	Low stakes assessment to establish areas of priority	Baseline assessments needed to establish starting points	Analysis of data regularly, staff training to recap assessment processes monitoring of TT	Ongoing costs	
	A broad and engaging curriculum that focuses on language/ vocabulary acquisition	Early language identified as a key area of need within school and including S&L	Regular assessment and tracking of progress	Ongoing costs	
	Non negotiables are identified and taught/revisited for English and Maths	Basic skills session across school for English and maths have ensured good progress in the past	Regular assessment and tracking of progress	Ongoing costs	
	Maths mastery approach to support embedding of key concepts	Approach ensures that areas missed in the previous year are included in new learning for the current year	Regular assessment and tracking of progress	Ongoing costs	
	Targeted support from teachers and LSP's including same day catch up.	Well established strategy that ensures children maintain constant and better progress.	Careful planning and utilising of ongoing formative assessment, and observation.	£3000	
	Enriched and fun curriculum, sports, outdoor learning, well-being sessions	Proven to support children's wellbeing and happiness. Enhances wider understanding and engagement with school	Observation, CPD and timetabling of Outdoor learning and well-being sessions	£1000	

Targeted academic support					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Evaluation
To close gaps in the key areas of maths, reading, phonics and early language	Specific speech and language program Early Talk Boost delivered by SALT staff to support progress in EYFs	Low levels of speech and language development on entry into EYFs.	Pre and post assessments by SALT. Ongoing class observations and assessments	SALT time 5hrs/wk £2000	
	Small group/1:1 work on phonic development in identified yr groups.	Base line assessments and phonics check data as well as T&L identified a specific intervention need.	Regular assessment and tracking of progress	Staffing Costs £1000	
	Reading support and intervention in identified year groups. Reading Intervention programmes in place	Base line assessments and teacher observations have identified groups and individuals where catch up is needed.	Regular assessment and tracking of progress.	Staffing Costs £1000 Cost of intervention programme. £1000	
	Same day catch up approach to narrow gaps in mathematics in identified yr. groups	Children who are supported quickly with misconceptions tend to maintain progress in line with peers.	Regular assessment and tracking of progress	Staffing Costs £1500	
	Teacher/LSP led targeted group catch up teaching sessions for reading and maths in all year groups.	Extra small group teaching time ensures rapid progress and allows closer attention to improving levels of understanding and skill development	Regular assessment and tracking of progress	Staffing Costs £5000	

Wider Strategies					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Evaluation
To provide additional pastoral and wellbeing support across school to ensure all children are able to access the curriculum and are happy in school.	Extended Pastoral to provide small group/1:1 intervention	Focused and dedicated time to support children's wellbeing is known to build children's confidence.	DSL and SLT to monitor	Staffing costs Release time £700	
	SEMH intervention and for individual pupils	Focused support and resources for individuals	Planned and timetabled supported by DSL/SLT	Resources and ongoing staffing costs	
	Daily in class check-ins with all pupils	Regular monitoring from a variety of sources ensures issues are not missed and intervention can be put in place quickly.	Embedded school practice and procedure supported by deep knowledge of families and concerns	Ongoing Staffing costs	
	Enriched and fun curriculum, Sports, outdoor learning, creative curriculum to enhance resilience	Proven to support children's wellbeing and happiness. Enhances wider understanding and engagement with school	Observation, CPD and timetabling of Outdoor learning and	Staffing cost and resource cost	
	Wider support for families who are experiencing practical and emotional difficulties	Family crisis impacts significantly on children's ability to learn and thrive.	Embedded school practice and procedure supported by knowledge of families and concerns	Staffing costs Purchase of various items and or food bank support £600	

	Teaching Budget	£4000
	Targeted Academic Support Budget	£11500
	Wider Strategies Budget	£1300
	Total Costings	£16800