

Margaret Roper Catholic Primary School

COVID catch-up premium plan 2021

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	218	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£17,360		

Publication Date March 2021

Review Dates: Termly from commencement – July 2021, October 2021, January 2022.

School Leads: D Mooney, E Holloway, C Garcia

Governor Leads: Canon John Weatherall (Chair, Ethos & Curriculum), C Piper (Chair, Finance)

STRATEGY STATEMENT

This catch up plan commences from 8th March 2021. It will be reviewed half termly and revised as necessary. It applies to the Summer Term 2021 and will be reviewed by all stake holders for the new academic year 2021-22.

Schools allocation will be calculated on a per pupil basis, providing school with a total of £80 for each pupil in Years Reception to Y6.

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by Covid-19 and the grant is time-limited. Funding is likely to be available in academic year 2021-22, but figures have yet to be confirmed.

Our school should use this funding for specific activities to support our pupils to catch up for lost teaching over previous months, in line with the guidance on DfE curriculum expectations for the academic year:

The DfE has 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.

- a. 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.
- b. 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.

The DfE asks that schools meet the following key expectations:

1. 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.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. 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.
4. Develop remote education so that it is integrated into school curriculum planning. We have set out how we will allocate the additional funding to support curriculum recovery this academic year. Some approaches that we will use will be funded from other sources (e.g. Pupil Premium or the Primary PE grant). This will be based around the EEF guidance and the use of a 3-tier approach:

Accountability

As with all government funding, we must be able to account for how this money is being used to achieve our central goal of school getting back on track and teaching a normal curriculum as quickly as possible. Most importantly, our approaches must be measurable to demonstrate the impact that they have had in raising standards.

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes, however they are, quite simply, behind where they should be.</p> <p>Recall of basic skills will have suffered for many – ability to recall addition facts, times tables, and have forgotten once taught calculation strategies. This is reflected in assessments carried out in November 2020.</p> <p>Ref: Curriculum prioritisation in primary maths NCETM Flowchart as appendix for year group specific evaluation of key topics to be taught for whole class catch up.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning as in maths, however they have lost essential practicing of writing skills. SPaG specific knowledge has suffered, leading to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina, including physical readiness to write and also a dip in motivation due to the lack of fluency in their ability to write. This is evidenced by the inconsistency of outcomes from pupils during lockdown Jan-Mar.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gaps between children who did read widely and those who failed to practice their reading skills will have widened. Evidence we have suggests that this affects disadvantaged children disproportionately. Phonics sequences have been taught through lockdown but these are much harder to teach virtually and this will need to be a key focus in catch-up.</p>
Non-Core	<p>There have been inconsistencies in other subjects that mean that pupils will be less able to access pre-requisite knowledge and make connections between subjects and themes in the curriculum. Children have also missed out on curriculum experiences; e.g. trips, visits and memorable curriculum moments.</p> <p>Some children have remained very physically active during lockdown, where others have been more sedentary. Physical activity for all must be seen as a pre-requisite for improving and maintaining physical and mental well-being.</p>

TEACHING AND WHOLE SCHOOL STRATEGIES

		Barrier	Desired Outcome/Action	Timescale, Logistics and Costs	RAG
Teaching Priorities – Supporting great teaching	A	Home learning can be developed further to improve access to learning at home for all pupils.	<p>A strong remote learning offer is in place. Review of Summer 2020 offer through parent survey.</p> <p>A new and improved learning platform is in place (Google Classroom -GC)</p> <p>Google Classroom to be used for setting homework</p> <p>Live learning provided through Zoom and GC for classes in self-isolation</p> <p>Paper learning packs available for all classes for home learning in the event of immediate need for self-isolation</p> <p>Teachers familiar with and take advantage of national materials such as Oak Academy, BBC Bitesize, White Rose Maths</p>	<p>Sep 2020 and onwards</p> <p>IT Support to ensure Google Classroom set up for Autumn Term</p> <p>Training for teachers Autumn term staff meetings.</p> <p>Teacher prepare packs suitable for 5 days, available in copier room.</p> <p>Teachers training and practice in using these resources. Staff meeting time.</p>	
	B	Pupils who have fallen behind in learning due to lack of support from home in lockdown	<p>Pupils to receive intensive focused tuition to raise attainment. National Tuition Programme = 15 Hours per pupil.</p> <p>30 pupils to receive wave 1 (10 slots)</p>	<p>Initial tranche of pupils targeted from Yrs 1, 2, 4, & 5 for end of Spring Term. Groups of 3</p> <p>Entry and exit formal assessments to measure impact (completed by class teachers). With whole school analysis completed by SLT and provided to Governors termly.</p>	

		Class Teachers to identify from their initial return assessments plus knowledge of home learning outcomes, where particular groups of pupils are behind in core areas. This to be reported to SMT/subject leads in initial report at end of week one of reopening and again immediately after the Easter assessment window. Class Teachers formulate short term written action plan to address these key areas which will be provided to SLT by 19 th March 2021	<p>NTP Partner Protocol Education. School contribution to NTP programme 25% of cost. £2100 Evaluation of Spring term programme with projected Tranch 2 targeting Yrs 6, 3 in Summer term 1</p> <p>Teacher initial action plan submitted by 15th March</p> <p>These will be added to this document as appendices.</p> <p>Subject leaders to discuss with teachers through staff meetings and 1:1 meetings how their plan will be actioned.</p>	
C	Access to home learning for pupils without technology	Pupils working at home to have loan access to laptops or chrome books to complete school work. Disadvantaged children targeted in wave one, or where teachers are aware that their pupils are not accessing online teaching. Maintain register of loans and update as pupil needs change.	<p>School loaned out 4 existing laptops to families in known need. National Laptop scheme provided 7 laptops and a further 2. Of these 5 have been deployed.</p> <p>School purchased 6 Chromebooks to fill an identified gap and to supplement the gap – Cost £1665</p>	
D	Teaching assessment and feedback needs adjustment.	<p>Timely assessment provides teachers with information needed to target teaching accurately. Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardized norms, giving a greater degree of confidence and accuracy of assessments.</p> <p>Ensuring effective feedback given to pupils enables them to identify areas for development and make improvements.</p> <p>Assessment cycle is to be revisited. Most current 2 years assessments are at November 2019, March 2019 (these formed summer assessments as lockdown 1 in summer 19) November 2020 and March 2021 is most current set of data due to be captured.</p> <p>Analysis of data has been inconsistent and needs better systems in place to ensure that strategic</p>	<p>Staff to revisit 'live' marking CPD (EH)</p> <p>Subject leaders to revisit progression grids to adjust curriculum map accordingly. See progression grids for NCETM catch up in appendices.</p> <p>Frequent low-stakes testing to ensure all students, and particularly disadvantaged, experience success and celebrate progress. Assessment cycle to be revisited and NFER tests, along with online evaluation tools used to identify gaps and offer standardized scores. NFER tests to take place at end March 2021 and June 2021. NFER tests purchase cost £1800. Data to be provided by individual class teachers to SLT by 1st April 2021 and reported to Governors Curriculum committee by 21 April</p> <p>In-class feedback to pupils is immediate, focused and closes gaps.</p> <p>Assessment cycle for 2020-21 will have 3 data points, November, March and June. This is likely to be replicated in 2021-22.</p> <p>Assessment system to be revised by SMT by 1 Jun 2021 to ensure that all stakeholders get the information they need and have equal responsibility in input, analysis, and action as a result. This system must provide the strategic information internally that</p>	

			information is analysed by teachers, subject leads, SMT and governors.	includes key groups to track their attainment and progress. Over reliance on a specific program is not helpful and Assessment Lead must ensure that the system is accessible. Staff training at all levels is required. This will be completed in the Summer Term with all teachers having received training by End June 2021.	
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TARGETED APPROACHES

	Barrier	Desired Outcome/Action	Timescale, Logistics and Costs	RAG
A	Pupils in specific classes/groups whole learning is behind peers and national expectation	<p>Good assessment will reveal that some pupils have lost learning, misunderstood content or made less gain in their knowledge owing to inconsistencies in home learning or other needs.</p> <p>This will require targeted 1:1 or small group tuition to address gaps.</p> <p>EEF recommends one or two well-chosen and well-implemented TA-Led interventions</p> <p>Reading for all pupils needs to be evaluated to ensure accurate assessment and planning for next steps.</p>	<p>Will be key stage specific.</p> <p>EY & KS1 – Phonics sessions run 2x daily, with differentiation for groups of pupils depending on stage of learning. TA's in Yrs R, 1, 2 to target groups of pupils for additional phonics support – plan to be designed by Class teacher, liaising with English Lead, SENDCO and reporting to Headship team on implementation and outcomes.</p> <p>Phonics interventions to be in place from 15th March and reviewed every 3 weeks.</p> <p>1:1 reading with all pupils in all key stages to be carried out in first 10 days of opening in March. From this additional reading support materials and programmes to be devised. BUG Club Comprehension & Accelerated reading resources £800</p> <p>White Rose Maths Catch up programme – CPD for staff & subscription £900</p>	
B	Pupils in disadvantaged groups of for whom gaps are already identified	<p>National Tuition Programme</p> <p>Pupils to receive intensive focused tuition to raise attainment. National Tuition Programme = 15 Hours per pupil.</p> <p>30 pupils to receive wave 1 (10 slots)</p> <p>Effectiveness of programme to be measured by each class teacher using outcomes and summary provided to SLT within one week of completion and governors in the next curriculum meeting.</p>	<p>Initial tranche of pupils targeted from Yrs 1, 2, 4, & 5 for end of Spring Term. Groups of 3</p> <p>Entry and exit formal assessments to measure impact.</p> <p>NTP Partner Protocol Education. School contribution to NTP programme 25% of cost. £2100</p> <p>Evaluation of Spring term programme by class teachers for impact with projected Tranche 2 targeting Yrs 6, 3 in Summer term 1</p>	

C	Pupils with SEND may have made less progress	<p>Pupils with SEND have been evaluated to ensure that their needs are being met. Pupil passports and action plans have been evaluated and updated with relevant revised targets. Personalised plans and the systematic approach of the SENDCO ensures provision is implemented and needs met.</p> <p>TA support is targeted to the specific actions on the Pupil Passports or action plans</p> <p>Class teachers receive further INSET on how to more effectively scaffold learning for SEND pupils</p>	<p>Passports updated by 15 March 2021. SENDCO to review and discuss with teachers and families.</p> <p>Staff meeting 1 March for SENDCO to lead reviews.</p> <p>Weekly SEN briefing meeting with Headship team to review actions Regular oversight from SEN working party. Summary document to be provided to Governors by SENDCO</p> <p>Review of TA support in school – how is it targeted. SENDCO with CT's Weekly Review</p> <p>SENDCO delivering INSET – April 2021</p>	
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WIDER APPROACHES

	Barrier	Desired Outcome/Action	Timescale, Logistics and Costs	RAG
A	Pupil's emotional, social and behavioural needs affected negatively by lockdown experiences.	<p>Teachers plan for well-being experiences on a daily basis. This will include:</p> <ul style="list-style-type: none"> • Use of feelings charts • Regular calming tools, such as deep breathing • Using stories to examine characters feelings through reflective questioning • Goal setting with the class and pupils <p>PSHE sessions will focus on well-being, with pupils given the opportunity to discuss in safe spaces their feelings.</p> <p>Pupils targeted for additional ELSA/pastoral support with known adults through extension of pastoral support programme.</p>	<p>Teachers will timetable this and there will be leadership oversight.</p> <p>RE Lead(s) will examine how implementation of PSHE sessions is impacting on well being</p> <p>Pupil well-being survey after 2 weeks of Summer Term. By 30th April 2021</p> <p>TA time available to do this? May need to consider additional TA Hours – Nurture Groups. Cost £3000?</p>	
B	Pupils have not been physically active	Pupils have at least 2 sessions of focused physical activity weekly. For the remainder of the school year PE	Skillz Coaches and teachers to devise programmes together. No standing around in PE sessions. Enjoyment and participation key focuses. Led by AB.	

		<p>sessions to focus on movement, enjoyment and sustained cardio activity.</p> <p>New play equipment for bubble playtimes to ensure that pupils have interesting and fulfilling play</p>	<p>Cost of Skills funded through sports premium. Identify programme if necessary that raises cardio (E.g. Aerobics, Street Dance) From March 2021</p> <p>Purchase of new equipment. £700 Teachers to discuss with classes how this will be used.</p>	
C	Parent engagement may have been impacted by lockdowns	<p>Teachers are contactable via their class emails at all times. Teachers will reply in working day</p> <p>Parent consultation sessions will take place virtually immediately after the Easter holiday. This will be followed up by a further consultation later in the term.</p> <p>Parent survey on experience of lockdown learning to take place immediately on return to school</p>	<p>Expectation of teachers to engage very regularly using google classroom and to keep links developed going.</p> <p>Consultations week commencing 20th April. Teacher release ½ day for consultations in day. £800. Some consultations in evening following parent feedback from last set in autumn.</p> <p>Survey on lockdown learning 15th March 2021. Outcomes evaluated and shared with leadership & governors. Lessons learned. Any specific issues referred to SENDCO, SMT for action.</p>	
	Attendance affected by lockdown	Attendance tracking for all pupils – identify any parent concerns – Specific focus on persistent absentees.	<p>Attendance evaluation weekly with follow up from Attendance officer/ safeguarding team. Attendance reported to governors. Consider weekly attendance figures in newsletter to emphasise the importance of high attendance.</p> <p>Early help for any persistent absentees that school has not succeeded in addressing.</p>	