

# **St Saviour's CE Primary School**

## **Covid-19 Catch-Up Premium**

March 2021

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## **1. What is it?**

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

We are able to spend the funding in the most effective way for our pupils, which could include accessing the National Tutoring Programme - a part of the government's £1 billion catch-up package.

## 1. Who's eligible?

This universal catch-up premium funding will be available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- Local authority-maintained special schools
- Special academies and free schools
- Special schools not maintained by a local authority
- Independent special schools - local authorities will receive funding for pupils with education, health and care (EHC) plans, based on the number of such pupils in the area
- Pupil referral units (PRUs)
- Alternative provision (AP) academies and free schools
- Local authority-maintained hospital schools and academies

## 2. How and when will the funding be allocated?

### Mainstream schools

You'll receive a total of £80 per pupil (for reception through to year 11), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- We'll get a total of £46.67 per pupil split across payments 1 and 2
- We'll get £33.33 per pupil for payment 3
- Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this'll be our 4-11 pupil headcount from the October 2020 census.

**At St Saviour's Primary School, we expect to receive £ 15,760 in total for Covid-19 Catch-Up funding. In the Autumn Term we received £3940.00 and expect two further payments of £5319.00 and £6501.00**

## 3. How should we spend the funding?

### **It's up to us to decide:**

- Which pupils need to access the support. Although we'll receive funding on a per pupil basis, we should use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. We will need to identify pupils that will benefit most from the funding.

### **The activities that we'll provide. The DfE recommends the following:**

- Small group or 1-to-1 tuition (particularly through the National Tutoring Programme - see the section below for details)
- Extra teaching capacity or summer programmes
- The Education Endowment Foundation (EEF) has guidance on catch-up approaches we could choose, as well as a planning guide to help implement these catch-up strategies in this 2020/21 academic year.

### **What's the National Tutoring Programme?**

The National Tutoring Programme (NTP) is one of the areas where we can spend our catch-up premium grant outlined above, if suitable for our pupils and context.

The NTP aims to provide intensive, targeted support for disadvantaged and vulnerable pupils who need the most help to catch up.

### **Who's eligible?**

The NTP is available for pupils that need the most help to catch up, that are either:

- Reception age in state-funded schools (places are limited and, if oversubscribed, will be prioritised based on your school's percentage of pupils eligible for free school meals)
- 5-16 year olds in state-funded primary and secondary schools
- 16-19 year olds in school sixth forms, colleges and other 16-19 providers

### **How will our use of the funding be scrutinised?**

We'll be held to account for how we use the catch-up premium funding in 2 ways:

#### **1. Governor and trustee oversight**

Governors or trustees will scrutinise plans for and use of catch-up funding.

They'll consider whether we're:

- Spending the funding in line with the school's catch-up priorities
- Being transparent with parents on the use of the funding

#### **2. Ofsted visits**

During the autumn term, Ofsted will be carrying out non-graded visits. Part of the visits will involve discussion on how you'll be bringing pupils back into full-time education, which may include the plans you have to spend your catch-up funding

From January 2021 (at the earliest; exact timing under review), Ofsted plans to resume routine inspections. As part of the quality of education judgement they'll look at how you're using your catch-up funding to make sure the curriculum has a positive impact on all pupils

### **How should we report on our spending of the catch-up premium?**

We should publish details on our school website of:

- How you plan to spend the grant
- How you'll assess its impact on the educational attainment of your pupils
- This is explained in the DfE's school website guidance for maintained schools and academies.

### **4. The broad aims for Catch Up at St Saviour's Primary School are:**

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health and pastoral needs of pupils are met and supported by the school.

### **5. Catch Up at St Saviour's Primary School for all children means:**

- Working through well sequenced and purposefully planned learning. For example, our medium term plans are being adapted to focus on missed objectives and consolidate the basic skills so that children can access the wider curriculum.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. *These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.*
- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- Particular focus on mathematical concepts that will additional attention including fractions, decimals and percentages.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.

- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months and further periods of isolation will mean disrupted time in school for many children.

#### For some children it means:

- Additional support and focus on basic skills. Supported by additional staffing or external resources utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practise basic skills. This again will be dependent on need of children in order to re-establish good progress in the essential skills (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

### 6. Catch up at St Saviour’s Primary School IS NOT:

- Pressuring children and families into rapid learning through additional work
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

## 7. COVID-19 Catch-Up Premium Action Plan

### 8.1 Summary

SUMMARY INFORMATION			
Total number of pupils Reception to Year 6 :	197	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,760		

### 8.2 School Context

Characteristic	2017	2018	2019	Comparison
Number on roll				
School				Average
National	279	281	282	
% Free school meal eligibility (FSM6)				
School			%	Above average
National	24%	24%	23%	
% SEND Support				
School	%	%	%	Above Average

National	12.2%	12.4%	12.6%	
<b>% SEND EHCP</b>				
School	%	%	%	<b>Above Average</b>
National	1.3%	1.4%	1.6%	

St Saviour's is in a vibrant area, one of the fastest growth areas in London for housing yet deprived with generational poverty and lack of employment. In the shadow of Canary Wharf, there are opportunities to collaborate with institutions to the benefit of the pupils. Families who were able to survive previously have been impacted upon and greater numbers have fallen into poverty.

### 8.3 Strategy Statement

The priority for our school is on providing additional opportunities for developing basic skills in reading, phonics, spelling, writing and mathematics so that children can access the wider curriculum in a meaningful way. A school improvement priority is the focus on developing oracy skills for our children so that learning, ideas and understanding can be articulated effectively by all children.

Our curriculum map is under constant review to reflect the context of our school community and the wider world. Ensuring that children have access to the full range of curriculum subjects and experiences, we will prioritise the following areas in the short term to help children reach the Age Related Expectations by the end of the 2020-21 academic year.

#### **For all children:**

We will ensure that accurate assessment of children's attainment informs medium and short term planning so that teaching is pitched correctly. Lessons are adapted swiftly and effectively so that the good pace of learning allows children to catch up on missed subject knowledge and understanding. The expectation that the application of knowledge and understanding is broadly in line with ARE (Age-Related Expectations) will benchmark assessment of attainment and achievement at each point in the school year.

#### **Priority 1**

- Phonics catch up interventions for children in years Reception, Years 1,2 and 3

#### **Priority 2**

- Basic mathematics calculation catch up interventions for children in years 3-6. Years 5 and 6 will be prioritised in the Spring Term 2020.

#### **Priority 3**

- Focus on oracy development linked to SIP goals for 2020-2021

## 8.4 Barriers to Future Attainment

### Academic barriers:

A	The significant majority of children enter school with starting points well below expected levels and very few children are achieving age related expectations at the start of nursery.
B	Due to the number of incidents of Covid-19 within the school community, individual children and groups of children have experienced significant breaks in school based learning due to isolation and further school closure.
C	The impact of the prolonged pandemic on mental health and wellbeing for all groups in the school community is clearly evidenced but in different ways. This includes children, families and staff.

### External barriers:

D	A significant number of our pupils are entitled to Free School Meals, and other contextual indicators associated with educational underachievement suggest that many of our children are subject to considerable socio-economic disadvantage. The rate of FSM is significantly higher than the national average and growing.
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E	Access to technology to support remote learning has been limited for some children and families during times of school closure and isolation. Whilst this is not the case for all families, where there is already significant disadvantage, children are not able to access the full offer online.
F	

### 8.5 Planned expenditure for current academic year

Quality of Teaching for All Children			
Action	Success criteria	Timescale And Review	Budget and Staff Lead

<ul style="list-style-type: none"> <li>• Review, evaluate and adapt the curriculum each half term. Meet with subject leaders and year groups to clarify end of year expectations for both year group and subjects.</li> <li>• Implement a remote learning curriculum for children who are not attending school due to self-isolation.</li> <li>• Adapt the curriculum for remote learning to ensure key objectives, knowledge and skills are taught and accurate assessments are made.</li> <li>• Adapt Knowledge Organisers for each theme (Y1-Y6) and support staff to implement.</li> <li>• Analyse data, identify trends, track groups and challenge. Prepare for Pupil Progress Meetings termly, identify strengths and areas of need for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident.</li> <li>• Children build on previous learning and make connections both within and across the curriculum.</li> <li>• Children learning from home receive effective teaching and make at least good progress. All children meet their end of year expected targets.</li> <li>• Children’s knowledge is built up over time allowing them to apply this in a range of ways to develop their skills.</li> <li>• Statutory assessments in EYFS, Year 1, Year 2, Year 4 and Year 6 are in line with Government and Local Authority requirements and are adhered to by all staff.</li> <li>• Curriculum is bespoke to classes so all children have the best opportunity to make rapid and sustained progress. Summative and formative assessments are used together to track progress and set challenging targets.</li> <li>• The Leadership and Management Team have a clear knowledge of strengths and areas for development across school.</li> </ul>		
<ul style="list-style-type: none"> <li>• Promote opportunities outside the classroom and school as Virtual Educational Visits Coordinator. Particularly the opportunity for children to take virtual trips when real life visits cannot be experienced.</li> <li>• Review Enrichment Passports. Support staff in planning opportunities to access year groups expectations.</li> <li>• Work with Subject Leads to identify ways to enhance children’s subject specific terminology by understanding the best ways to teach vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual enrichment opportunities enhance the curriculum both in school and when learning remotely.</li> <li>• Children able to access curriculum remotely.</li> </ul>		

<ul style="list-style-type: none"> <li>• Children to be taught how to use Google Classroom so that they can learn independently in the event of school closure due to Covid-19. Children to be given opportunities in curriculum time to explore the software and develop confidence.</li> <li>• Pupil Progress Meetings will be held termly to identify barriers to learning where children are not making progress. If these are pastoral, then the appropriate resource will be allocated.</li> <li>• Pathways team have undertaken training to deal with emotional impact of school closure and pandemic on children. They will provide pastoral support within their phase.</li> <li>• Establishing week curriculum plans to include sessions on metacognition and to train children in effective learning strategies.</li> <li>• Develop knowledge of Leuven Scales and trial ideas to engage children across Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s wellbeing and involvement will be high and where it is not staff will have a toolkit to draw from to intervene.</li> </ul>		
<b>Total budgeted cost:</b>			

### Targeted Teaching for Some Children:

<b>Action</b>	<b>Success criteria</b>	<b>Timescale And Review</b>	<b>Budget and Staff Lead</b>
<ul style="list-style-type: none"> <li>• PiXL Therapies are used for all year groups where gaps in knowledge and understanding are identified. (Reading and Mathematics.)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and support staff are able to respond quickly where gaps are identified.</li> <li>• Children are able to consolidate concepts which are not securely understood.</li> </ul>		

<ul style="list-style-type: none"> <li>Spelling intervention groups are established in KS1 and KS2 where HFW/Sight Vocab is not accurately written.</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to write at speed and with increasing accuracy.</li> </ul>		
<ul style="list-style-type: none"> <li>Phonics screening and assessment for all children in Reception to Year 2 to identify those children who need additional support. RWI 1:1 tutoring to be implemented where small group work is not effective.</li> <li>Phonics screening and assessment for all KS2 children who are not fluent readers. Intervention groups implemented where needed.</li> </ul>	<ul style="list-style-type: none"> <li>Focused teaching group ensures that gaps are systematically addressed and progress is made to improve fluency in decoding.</li> </ul>		
<ul style="list-style-type: none"> <li>Register for NTP provision to ensure small group and 1:1 and 1:3 tuition takes place. Prioritise Year 5 and Year 6 in Spring Term 2020</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment ensures accurate identification where children are not making progress.</li> <li>Children are able to make accelerated progress.</li> </ul>		
<ul style="list-style-type: none"> <li>Purchase CGP learning packs for all children from Reception to year 6 in English and maths</li> </ul>	<ul style="list-style-type: none"> <li>Children have access to resources which are not technology dependent</li> </ul>		£458.00
<b>Total budgeted cost:</b>			

### Other Whole School Approaches:

Action	Success criteria	Timescale And Review	Budget and Staff Lead
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<ul style="list-style-type: none"> <li>• Ensure that the Establishing weeks curriculum is understood and implemented effectively by staff.</li> <li>• Review the current PSHE and RSE curriculum. Clarify the intent of our curriculums and implement a new or redesigned scheme.</li> <li>• Review weekly PSHE offer including missed media provision and assemblies using M-SET Support subject leaders to identify and quality assure external visitors when permitted.</li> <li>• Monitor the delivery and frequency of P4C lessons to ensure that P4C remains embedded in our learning culture</li> <li>• Identify and develop weekly themes for worship assemblies with the church across the school to ensure broad representation of cultures and community. Included P4C thinking resources for families weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be empowered, have a stronger voice and be able to articulate their aspirations for the future.</li> <li>• Effectively promote equality, diversity and inclusion, and ensure our curriculum showcases commitment to equality</li> <li>• Children are able to reflect on their experiences and understand that of others.</li> </ul>		
<ul style="list-style-type: none"> <li>• Construct remote learning plan which is effective in engaging as broad a group of children as possible. This should also be manageable for staff to deliver either at home or from school.</li> </ul>	<ul style="list-style-type: none"> <li>• There is continuity of learning for all children.</li> </ul>		
<b>Total budgeted cost:</b>			

## 8.6 Additional Information

## Useful Websites:

### Staff wellbeing

- Switching off
  - <https://www.theguardian.com/teacher-network/2015/dec/06/two-simple-mindful-meditation-exercises-for-teachers>
- Thrive Medigold App <https://youtu.be/ZRt7I9hsVwg>
- Education support: <https://www.educationsupport.org.uk>

Tel: 08000 562 561

- Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing: <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-inschools/>
- Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supportingstaff-wellbeing/>
- Mind: <https://www.mind.org.uk>

### Pupil wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:

- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>
- Young Minds: <https://youngmindsorg.uk/>
- Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

### Safeguarding

- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>
- Parentzone: <https://parentzone.org.uk/parents>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>
- Think U Know resources: <https://www.thinkuknow.co.uk/>
- Childnet: <https://www.childnet.com/>

### Bereavement

- Child Bereavement UK Helpline: <https://www.childbereavementuk.org/>  
Tel: 0800 02 888 40
- Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/>  
Tel: 0808 808 1677
- Winston's Wish: <https://www.winstonswish.org/>
- Edward's Trust: <https://edwardstrust.org.uk> Tel: 0121 454 170