

St Mary Queen of Martyrs VC Academy  
**COVID CATCH UP PREMIUM PLAN**

**SUMMARY INFORMATION**

Total number of children:	305 including nursery	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£24,640		

**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 11.

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.

**Use of Funds** **EEF Recommendations**

<p>Schools should use this funding for specific activities to support their children to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all children. Schools should use this document to help them direct their additional funding in the most effective way</p>	<p>The EEF advises the following:</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul>	<p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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COVID CATCH UP PREMIUM PLAN

Identified impact of lockdown	
<b>Maths</b>	<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'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and a slower pace in lessons during the arithmetic sessions.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to 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 and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<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 gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole 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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
<b>Social and emotional wellbeing</b>	<p>Following long periods out of school and isolated at home social skill development will have been impacted due to limited opportunities for interaction. Returning to school in 'bubbles' will potentially continue to effect relationships and the development of cooperative and collaboration skills. Families will have had different experiences during the lockdown period and this will have both positive and negative effects on the wellbeing of children and their extended families. Some children will not have had an outlet or support for their emotions whilst not attending school. Home learning will have felt very different to their daily school day and therefore learning styles and metacognitive development will have been impeded.</p>

## COVID CATCH UP PREMIUM PLAN

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Gaps in curriculum as identified by each Subject Leader – particularly those in core subjects
B	Readying the school for further home learning needs (E.g. a second lockdown)
C	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
D	Understanding T&L strategies within the 'new normal' way of teaching (both children and teaching staff)
E	Ensuring our SEND children are making social, emotional and academic progress following the lockdown period
F	Preparing Y6 children to undertake SATS and have year 7 readiness
G	Limited opportunities to learn beyond the classroom via planned curriculum experiences

### ADDITIONAL BARRIERS

#### External barriers:

H	Ensuring all children can access online learning at home
I	Maintaining a high attendance % for all children is a priority
J	Wellbeing: Children adjusting to the new school routines and structures
K	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
L	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
M	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning

COVID CATCH UP PREMIUM PLAN

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports increased outcomes for children.</p> <p>Phase 1 (Year 1 and Year 2) adopt a continuous provision approach to learning.</p> <p>(Barrier A, B, C, D)</p>	<p><b><i>Purchase additional manipulatives for EYFS/KS1</i></b></p> <p style="text-align: right;"><b><i>(£500)</i></b></p>		SR SB	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>(Barrier A, B and C)</p>	<p><b><i>Purchase and implement the PIRA tests.</i></b></p> <p><b><i>Complete termly tests and record assessments on school tracker to identify gaps an on Insight to track performance.</i></b></p> <p><b><i>CPD with staff to create a new 'baseline' for children as we do not have summer term assessments for the children</i></b></p> <p style="text-align: right;"><b><i>(£1000)</i></b></p>		CC and DL	July 21
<b>Total budgeted cost</b>				<b>£ 1500</b>

COVID CATCH UP PREMIUM PLAN

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Additional Teaching Assistant (Phase 3) to rapidly close gaps that the children in Y5 and Y6 have – who have the least amount of time remaining in primary school to close these gaps.</p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. (See below for programme)</p> <p>Identified children will significantly increase their Maths skills – through the purchase of the Intervention programme (see below)</p> <p>(Barrier A and C)</p>	<p><b><i>Skilled and experienced Level 3 teaching assistant to work directly with target groups in additional timetabled interventions and boost children after school. Provide smaller nurture based intervention across a lunchtime</i></b>  <b>(£13,972)</b></p>		<p>CC and LA</p> <p>SR</p>	<p>Ongoing</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as <b>Rising Stars On track</b>, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate reading intervention, <b>Word Blaze</b> to help close the vocabulary gap that identified children in Lower Key Stage 2 have.</p> <p>Increasing rates of children with SEND barriers such as dyslexia. Focussed intervention for Year 3 and</p>	<p><b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b>  <b>(£650)</b></p> <p><b><i>Intervention Nessy to be used. CPD for staff to use the programme effectively.</i></b></p>		<p>DL</p> <p>LA</p>	<p>July 21</p>

COVID CATCH UP PREMIUM PLAN

Year 4. (Barrier A and C)	<i>(£300 for 20 licenses)</i>			
<b>Total budgeted cost</b>				<b>£14,922</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Limited Opportunities beyond the classroom</u></p> <p>Children to still have experiences to reinforce high levels of pupil engagement within core and foundation subjects.</p> <p>(Barrier G)</p>	<p><b><i>Purchase of Now Press Play and CPD for staff to ensure this experience is used effectively.</i></b></p> <p><b><i>CPD time to match Now Press Play experiences to the curriculum.</i></b></p> <p style="text-align: right;"><b><i>£2071 (may have a 10% discount =£1864)</i></b></p>		DL	Ongoing
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>(Barrier A, B, C, D and H)</p>	<p><b><i>School to purchase 30 Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time. As well as to be used to support the curriculum.</i></b></p> <p style="text-align: right;"><b><i>£7000</i></b></p>			

COVID CATCH UP PREMIUM PLAN

	<b>Total budgeted cost</b>	<b>£9071</b>
	<b>Cost paid through Covid Catch-Up</b>	<b>£24,650</b>
	<b>Cost paid through charitable donations</b>	<b>£0</b>
	<b>Cost paid through school budget</b>	<b>£500</b>