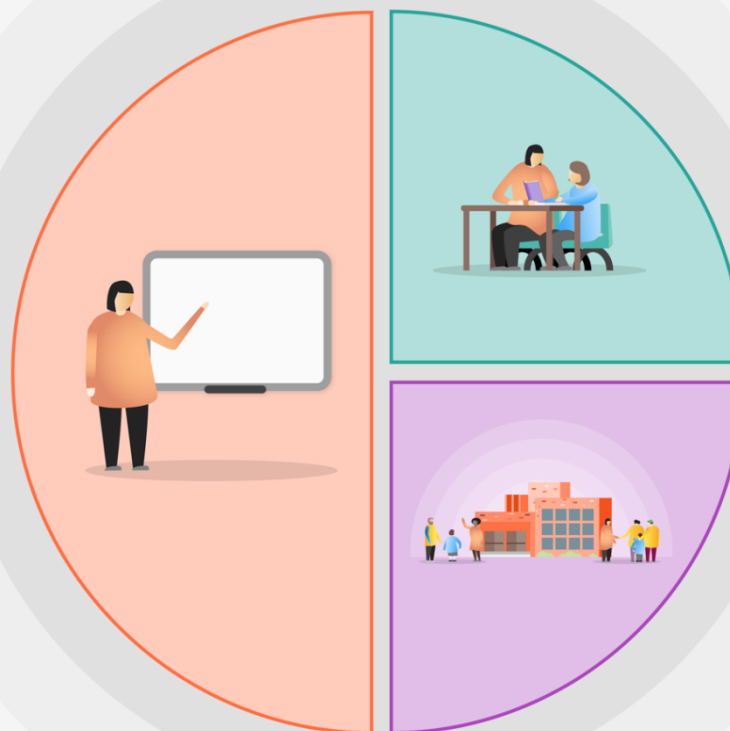


1 Teaching

- Whole school focus on Diagnostic assessment and identification of strengths and areas that children are underperforming in the Core curriculum.
- Whole school focus on Assessment for learning – especially the 5 key strategies by Dylan Wiliam et al (2005)
- Whole school focus Providing pupils with high-quality feedback, building on accurate assessment,
- Whole school focus on Reading/ Writing and Maths and Social and emotional learning – readiness to learn
- Whole staff focus on Oracy (Voice 21)
- Focus on strengthening blended and online learning (Google classroom / Purple Mash/ Tapestry/ Class Dojo / website)
- Whole staff CPD on Curriculum design / Cognitive Science and formative assessment



2 Targeted academic support

- Teaching assistant tutoring for core subjects
- Structured interventions delivered by staff via national tutoring programme in one to one and groups of three.
- Nuffield Early Intervention Programme
- Catch up units

3 Wider strategies

- Whole staff support on social and emotional learning using Chris Quigley – 6 daily activities – (daily calm. Secrets of success, coping strategies, character virtues, journaling, Physical activity)
- Development of family support within school with targeted staff.
- Close partnership with children's social care and other agencies.

| Summary information | | | | | |
|---------------------|------------------------------------|------------------------|---------|------------------|-----|
| School | St Alban's Catholic Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £30 800 | Number of pupils | 385 |
| First installent | | | | | |

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.

We have delayed the launch of the Catch up funding following the government's decision to partially close schools as part of a national Lockdown – this will be reviewed on March 8th 2021 but it is anticipated this will take place in April 2021

| 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>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><u>The EEF advises the following:</u></p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers |

- Access to technology
- Summer support

Identified impact of lockdown

| | |
|-----------------|--|
| Context | St. Alban's Catholic Primary School is located close to Liscard City Centre; the level of disadvantage in our school has grown over lockdown. The number of pupil premium children was 21% in 2018 but has now grown to 29% as of November 2020. The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website and home learning packs. Children downloaded the work and uploaded photos of completed work to Class DoJo. This medium was used to communicate daily with children and parents. School also bought into Times Table Rock Starts, Bug Club, and learning packs that were sent home to supplement on-line provision. |
| Maths | 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'. 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 the diagnostic assessments that have been used in the first few weeks of September. Staff used the NFER tests the teachers would have normally taken part in July and used diagnostically. The Curriculum has been adapted accordingly and the purchase of Accelerated maths has supported identification of gaps in learning. |
| Writing | Children 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. The school have introduced pathways to Write and have been developing assessment for learning and feedback to ensure that the feedback loop is closed. The school used a catch up unit devised by the literacy company which aimed to revise the previous end of year expectations. As of the second half of the Autumn term – the school have used Pathways to write Autumn 2 units – the aim is to ensure that we do not lose the high expectation and teach the Mastery keys whilst adapting the gateway keys of previous learning. We aim to have the children back on track by Summer 2021. |
| Reading | 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 – particular affected were the children in EYFS and KS1. Accelerated reader assessments show children are behind the rate of progress that would be typical for the school. Staff are addressing |
| Non-core | 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. Vocabulary has been missed in the core subjects. |

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> <ul style="list-style-type: none"> • Whole school focus on Diagnostic assessment and identification of strengths and areas that children are underperforming in the Core curriculum. • Whole school focus on Assessment for learning – especially the 5 key strategies by Dylan Wiliam et al (2005) • Whole school focus Providing pupils with high-quality feedback, building on accurate assessment, • Whole school focus on Reading/ Writing and Maths and Social and emotional learning – readiness to learn • Whole staff focus on Oracy (Voice 21) • Focus on strengthening blended and online learning (Google classroom / Purple Mash/ Tapestry/ Class Dojo / website) • Whole staff CPD on Curriculum design / Cognitive Science and formative assessment | <p><i>Purchase of NFER tests to use as a diagnostic tool (£1500)</i></p> <p><i>Joining the Liverpool Assessment Project (£1000)</i></p> <p><i>Assessment for learning and focus on feedback – Purchase of Reading scheme (Literacy Company pathways to progress £1200 +£200)</i></p> <p><i>Catch up units £1500 – planning focussed to take into account previous years mastery focus</i></p> <p><i>Engagement in the Voice 21 project £1200</i></p> <p>Taking part in the NELI intervention as outlined in the NFER</p> <p>Chris Quigley INSET resources £1500</p> | | <p>JMC / AE</p> <p>Subject leaders</p> | <p>April 21</p> <p>July 21</p> <p>July 21</p> <p>July 21</p> |
| <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><i>Purchase and implement the NFER – Purchase of Early star literacy (£500) to support the children to make more rapid progress in Year 1</i></p> <p><i>Targeted focussed working phonics and extra phonics sessions. Phonics tracker (£504)</i></p> <p><i>Purchase and Complete and record assessments on STAR MATHS to identify gaps an on Insight to track performance. £2000</i></p> | | <p>JMC / AE</p> <p>Subject leaders</p> | <p>July 21</p> <p>July 21</p> |
| Total budgeted cost | | | | £11104 |

| ii. Targeted approaches | | | | |
|---|--|------------------------|----------------------------|------------------------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>1-to-1 and small group tuition</u> Teaching assistant tutoring for core subjects Structured interventions delivered by staff via national tutoring programme in one to one and groups of three. Nuffield Early Intervention Programme Catch up units | Sessions devised by staff based on outcomes from the Diagnostic assessments Staff to use formative / diagnostic assessment <i>(School identified and within existing budget)</i> | | JMC / AE | ongoing |
| <u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | <i>Identified groups of children via 1:1 tuition via the National tuition partnership £10204.25 (group 1)</i> <i>(DUE TO TAKE PLACE FROM JANUARY _ DELAYED due to National Lockdown. – strategic decision made to support when the children are back from Lockdown)</i> | | JMC / AE | Jan 21 – Updated to April 21 |
| | | | Total budgeted cost | 10204.25 |

iii. Wider Strategies

| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
|---|---|------------------------|-----------------------|-------------------------------|
| <p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> | <p><i>Additional online learning resources will be purchased, such as MYON to support children reading at home. e.</i> £2000</p> <p><i>Purchase of Pathways to home learning – self-contained literacy units based on the Literacy work should children be self-isolating</i></p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> £500</p> <p><i>Books purchased per year groups to support online learning over lockdown</i> £1000</p> <p><i>Pastoral team to be set up to offer daily support</i></p> | | <p>JMC</p> <p>JMC</p> | <p>Ongoing</p> <p>Ongoing</p> |
| <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><i>Purchase additional devices for children to be able to access via loans in addition to the ones from the DFE Chromebooks.</i></p> <p><i>Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i> £6000</p> | | <p>AR</p> <p>AR</p> | <p>Feb 21</p> <p>Feb 21</p> |
| Total budgeted cost | | | | £9500 |
| Cost paid through Covid Catch-Up | | | | 30800 |
| Cost paid through school budget | | | | 8.25 |
| | | | | |