



STAINING
CE VC Primary School

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Coronavirus Catch-Up Premium Strategy 2020/21

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. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year as well as a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

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.

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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and 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.

Our tiered approach will focus on the following:

- **Teaching:** Quality first teaching with established and skilled teaching teams is vital for all of our children.
- **Remote Learning:** Accessing home learning, regardless of technology, parental support and physical resources, is a necessity for all of our children.
- **Additional Support Staff and Targeted Academic Support:** Additional teaching in the cohorts where it is most needed will ensure no year group is affected disproportionately more due to lockdown.
- **Maintained Pastoral Support:** Children need to have their basic needs met in order to be in a good place to learn. This includes feelings of safety and having a safe place to go to if they are worried or anxious. Families have increased risks of isolation and lockdown related stresses and anxiety. Many families will find it difficult to support pupils in their remote learning.

For 2020/2021 this offer will run alongside the Pupil Premium Strategy.

For 2020/21 the school will receive £17840 in its allocated Catch-Up Premium.



Website



Facebook



Provision	Cost
Teaching	
<p>Quality First Teaching September – December 2020 (Catch-Up and New Learning)</p> <ul style="list-style-type: none"> • Phases established to encourage colleagues to support each other for planning and implementing our planned new curriculum. • Timetables amended to ensure new learning is taught whilst allowing opportunities for catch-up in core subjects. • Teaching Assistants deployed to make best use of skills and to ensure effective teaching teams. • Introduction of Home Learning Booklets to ensure homework builds directly on class-based learning and is linked to and build upon what the pupils are currently learning. <p>January – March 2021 (Remote Learning and Critical Keyworker Bubbles)</p> <ul style="list-style-type: none"> • CPD Training to enable quality delivery of remote learning e.g. Zoom, Loom, Class Dojo Portfolios and other ICT skills. • Best Practice shared throughout staff team to formulate a high quality and consistent offer to pupils and families. • Investment in online platforms to support pupil's remote learning e.g. EDSHED, Times Tables Rockstars, Lexia. • TAs to remain with classes and support class teacher in delivering online feedback and support and in class interventions to avoid mixing of bubbles. • Ongoing support and CPD as required by Leadership Team e.g. supporting teachers with the planning and assessment process, struggling pupils, supporting parents to support their children and maintaining challenge and differentiation for all pupils <p>March – July 2021</p> <ul style="list-style-type: none"> • Revised timetables to meet the areas of needs for pupils e.g. cementing understanding of skills and concepts taught whilst in lockdown three whilst building in time for new learning. • Increased amount of physical activity each day with a focus upon fitness and fundamental skills in order to build in opportunities for pupils to be active again. • Summative and formative testing to be directed for units taught under lockdown three to identify gaps and areas of focus to inform teaching. • Planned interventions via Teacher and TA to 'plug gaps' in focus pupils and provide deeper challenge for secure pupils. Deputy Headteacher to be released from class to lead catch up provision and delivery of high-quality teaching across school. • Re-introduction of Home Learning Booklets (homework) to support in school learning <p>Why? <i>Children learn best when in class with good and better teaching. The quality of the adults in the classroom, both as individuals and as a team is integral to this being effective. During</i></p>	£6275



<p><i>these unprecedented times, staff will require ongoing support and CPD to ensure that learning makes effective use of time.</i></p> <p>The impact will be measured, by SLT and the SEC, through outcomes and progress across all year groups.</p>	
Curriculum	
<p>September – December 2020 (Catch-Up and New Learning)</p> <ul style="list-style-type: none"> • Embedding of the new whole school curriculum to maintain a broad offer. • Ongoing formative assessment of core skills in phonics, reading, writing and mathematics. • Launch of new reading strategy to ensure all pupils read widely with increased focus upon comprehension. Working with parents (remotely due to restrictions) on how to best support early readers with reading using personalised reading cards for reading scheme and phonics books. <p>January – March 2021</p> <ul style="list-style-type: none"> • Continue to offer a broad and balanced curriculum in-line with government recommendations for EYFS, Key Stage One and Key Stage Two. • Ensure that Government guidelines for home learning are met. • Completion and publication of remote learning arrangements on school website. <p>March – July 2021</p> <ul style="list-style-type: none"> • Embedding of the new whole school curriculum to maintain a broad and balanced offer. • Ongoing formative/ summative assessment of core skills in phonics, reading, writing and mathematics • More time allocated to revision of units delivered during lockdown three. <p>Why? <i>Whilst our curriculum remains broad with all classes learning from a range of subjects, teaching and learning will ensure that identified gaps in reading, writing and mathematics are addressed to ensure children are in a position to fully access the wider curriculum.</i></p> <p>The impact will be measured, by SLT and Full Governors, through outcomes and progress across all year groups. Impact will be measured at the end of the Autumn Term 2021.</p>	£1000
Additional Support Staff and Targeted Academic Support	
<p>September 2020 – July 2021 (Catch-Up, Remote and New Learning)</p> <ul style="list-style-type: none"> • EYFS – Extra TA Level Three. • Year Six – additional staffing - HLTA. • The Wonder Pod will be used as a mixed aged catch up for lower achieving pupils. • Targeted daily interventions to support Speech and Language, Phonics, 1:1 Reading, Colourful Semantics (writing), precision teaching and number fluency. • Prioritise good progress in core skills (phonics, reading (fluency and comprehension), vocabulary, writing and mathematics). 	



<ul style="list-style-type: none"> Ongoing formative assessment of the above across the Autumn Term in order to quickly 'fill' gaps in learning. <p>January – March 2021</p> <ul style="list-style-type: none"> As above. Specific target groups in class and via online platforms led by re-deployed staff – specifically as catch up across EYFS/ KS1 and HA pupils in Year 6. <p>March – July 2021</p> <ul style="list-style-type: none"> As above Pupils will have timetabled access to the school library in order to ensure that they have access to quality books. This will also reduce screen time where pupils may be reading books via a tablet, laptop or phone. REN Learning will be provided so that pupils will be able to log on at home and complete comprehension quizzes. This allows teachers to monitor their progress online. <p>Why? <i>Following assessment of learning gaps across school, Key Stage 1 classes were identified as where there were the most gaps across the whole school. This fits with % of school time missed due to lockdown. An additional member of staff to support in EYFS and Year 1 and Year 6 from September will allow for further targeted support within the cohort's gaps. 'Catch-up' will only happen through consistent quality first teaching and interventions therefore a consistent timetable will be adhered to.</i></p> <p>The impact of will be measured, by SLT and the SEC, through outcomes and progress across the school.</p>	<p>£32630</p>
Speech and Language Programme	
<p>The 'Best Talk' programme has been deployed in EYFS since September for targeted pupils</p>	<p>£500</p>
Home (Remote) Learning	
<p>September – December 2020 (Catch-Up and New Learning) and January – March 2021</p> <p>Class Dojo Communication Platform</p> <ul style="list-style-type: none"> Loom video recording will be used to record instructional videos. Zoom will be used to deliver live sessions several times per week. Staff will use a range of resources: Oak National Academy, White Rose Home Learning, Power Maths, Talk For Writing Home Learning, SPAG.Com, Edshed.com, Developing Experts (Science) plus more. Daily lessons will include 1 x Maths, 1 x Arithmetic, 1 x English and 1x topic. The breadth of the curriculum will be monitored and reviewed over time. Children will upload their work into their personal profiles online. 	



- Learning will be differentiated and extra challenge for higher achievers will be provided. SEND pupils will be given specific, relevant work where appropriate.
- Teachers will feedback to pupils in real time and within a short amount of time from upload.
- Staff have received CPD in order to become adept at the use of new technologies.
- Video tutorials have been provided to families and one-to-one phone calls provided to ensure families are confident in setting up accounts to upload work.
- Devices and extra data or Wi-Fi provided for any pupils unable to access remote learning.
- Printed work packs are offered to families who continue to have problems engaging with remote learning.
- Regular surveys carried out to ensure school are meeting the needs of families. Action taken in response to surveys.
- Acorn EP services – Additional EP days
- Additional ICT Services to set up DfE devices and update school equipment in line with new video apps.
- SCARF RSHE Programme purchase with wellbeing and mental health focus.

Why?

Primary education relies on positive relationships between adults and children and Class Dojo provides this through use of videos, messages and ability to respond and feedback to children’s learning. Staff can prepare core skill consolidation in advance so learning can be provided even if member of staff is poorly. Blended approach between face-to-face contact with teachers and set work helps with motivation to work.

Often disadvantaged pupils are not engaging. Reasons for this lack of engagement include access to technology (eg a parent’s phone, lack of support of home, pressures within the household and lack of resources to support learning).

The impact of Remote Education will be measured, by SLT and Full Governors, throughout the Covid-19 restrictions.

£1700

Maintained Pastoral Links

September – December 2020

- Learning Mentor to support pupils highlighted by teachers as required help.
- Learning Mentor to support known families as well as CAF/ TAF families and liaise with outside agencies where required.
- Worship to take place daily via Zoom with pupils remaining in classroom bubbles.
- PSHE/ RSE lessons to focus more heavily upon wellbeing/ cleanliness as per school curriculum.

January – March 2021

- Worship links and activities produced by our Diocese are provided daily and contribute towards family wellbeing
- PSHE / RSE lessons provided as per normal school curriculum with an emphasis on wellbeing/ Cleanliness.



- Learning Mentor specifically targets known families and CAF/ TAF families who require support via telephone – daily in some cases – and seek further advice via outside agencies where necessary.
- Learning Mentor to support all families through daily telephone consultations - Including those flagged as not engaging in home learning.
- Teachers to complete a register of work completed daily. SLT follows up non-engaging families to offer support.
- Vulnerable pupils (following DfE guidance) will be offered a place in school including those on the edge of care and those struggling to engage successfully online.
- PPG pupils will be specifically targeted by SLT and the Learning Mentor.

Why?

School has positive relationships with parents and the wider community and through good communication we are able to identify when children and families require Early Help or further support. The lockdowns provide extra stress for many families and can leave families isolated and unsure of how to seek support.

The impact of Remote Education will be measured, by SLT and Full Governors, throughout the Covid-19 restrictions.

£830

Total (in conjunction with Pupil Premium Grant)

£42935

Catch-up Premium Total

£17840

J Shoulders

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Headteacher