

St. Mary's C. of E. Primary School

'St Mary's...feeding the mind, body and spirit so we can be the best we can be.'



Coronavirus (Covid-19): Catch up funding 2020 - 2021

The mental, physical, and economic impacts of Covid-19 have affected every family in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children. Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their children to make up for lost teaching over the previous months. While funding has been allocated on a per-child or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for children according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

Catch up plan

Total number of pupils on roll						184
Total amount received						£14,120
First instalment	£3530	Second instalment	£4707	Third instalment	£5882	

Identified impact of Covid 19 lockdown on pupils	
Reading	Although most pupils accessed reading during lockdown they appear to have less pace and fluency. The gap between those children that read widely and regularly and those that do not has continued to widen. We have seen the biggest impact on the bottom 20% of readers.
Maths	Maths assessments have shown mathematical recall and problem solving as affected. Although assessments showed children using calculation strategies, class work shows that there are some gaps in knowledge.
English	The lack of regular practice overseen directly by teachers has resulted in lost stamina for writing and basic skills below what is expected.
Other	Skills and knowledge in specific topic in foundations subjects have been missed and therefore pupils are more likely to struggle to make links and build on prior knowledge. Impact on pupils at the transition point between key stages has been significant. This has been identified as a particular issue in Year 1 where pupils have moved up from Reception and is a concern for next Reception cohort and therefore mitigating adverse impact is desirable.

Teaching

Focus	Desired outcome	Approach and approximate cost	Staff lead and first review date	Final review date and impact
Metacognition	Pupils have improved metacognition. They have a repertoire of strategies to choose from to plan, monitor and evaluate learning and the skills to select the most suitable strategy for a given learning task. The impact is that they become increasingly confident, active in learning and willing to challenge themselves especially in situations where they are working independently e.g remote learning.	Staff to access CPD on further understanding metacognition. School to develop resources and systems so that there is a consistent approach across the school. £1000	Jane O'Brien October 2021	April 2022
EYFS maths	Pupils are confident mathematicians, can talk confidently about their maths learning and are able to use concrete resources to represent their learning. Teachers have a clear plan of what is to be taught and have access to a suite of materials to support them in their planning and delivery of a curriculum. CPD develops staff confidence and effective teaching.	To review our maths EYFS curriculum, to have a clear medium term plan and progression, links to teacher's resources and concrete children's resources. Teachers to access CPD. £1000	Anna Joseph July 2021	April 2022
Great teaching to close gaps	Teachers will be able to plan effectively for reactivating prior knowledge and pre requisite knowledge alongside teaching new concepts to reduce gaps in pupils learning over time.	Subject leaders to identify a strategy for reactivating prior knowledge and missed knowledge. Subject leaders to review curriculum maps to clearly identify prior knowledge. CPD. £2000	Jane O'Brien July 2021	April 2022

Improving 'sticky knowledge' – long term memory	Pupils are retaining an increasing amount of knowledge taught because of the effective strategies that teachers use. Teachers understand how information is moved into the long term memory and the strategies that they need to use to enable that to happen and to have the desired impact over time.	CPD for staff and expectations set out in a strategy for the whole school. £745	Jane O'Brien October 2021	April 2022
Staff CPD	All staff, experienced and those newer to teaching are able to access specific professional development that will support their development and effectiveness in teaching and learning.	CPD programmes to be considered. National college – general White Rose – maths £1995	Jane O'Brien April 2021	April 2022

Targeted support				
Focus	Desired outcome	Approach and approximate cost	Staff lead and review date	Final review date and impact
Reading	Improve reading skills, fluency, comprehension, spelling and phonics.	Reading and comprehension intervention using 'The Lightning Squad' tutoring programme from FFT. Research has demonstrated that pupils using Tutoring with the Lightning Squad can make learning gains of between 3 and 5 months in reading attainment. 40 pupils from the bottom 20% will access this over 6 weeks or longer. £2200	Breda McKelvey May 2021	April 2022

Reading, writing and maths interventions	Specific pupils identified as having significant gaps in learning in reading, writing or maths start to close gaps. Focus on pupils that didn't fully engage in remote or other learning and that are disadvantaged or vulnerable.	Use support staff to deliver targeted interventions to individuals or small groups. £27,788	Anna Barker ongoing	April 2022
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Wider strategies				
Focus	Desired outcome	Approach and approximate cost	Staff lead and review date	Final review date and impact
Remote learning	School has effective ICT and computing support. One learning platform is available for effective remote teaching and learning.	School to research IT support providers and change over to an effective company that can provide the services, training and support the schools vision for computing. £250	Claire Wood July 2021	April 2022
Devises for pupils	All pupils have access to devices at home if they require them for remote or home learning whilst maintaining a supply of devices for those children in school.	School to purchase 30 additional devices that can be used at school and at home. Additional purchase may include a charging cabinet. £7200	Claire Wood July 2021	April 2022
Support for parents	Parents and carers are able to access support on the following: Wellbeing and mental health Supporting their children at home academically Supporting their children at home with behaviour	WAMHS worker to organise workshops / coffee mornings to support parents in the challenges that they face, in particular, those that impact on their children. £250	Anna Barker July 2021	April 2022