



Catch-Up Premium Plan St Barnabas CE Primary School

Summary information

School	St Barnabas CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	16,320	Number of pupils	204

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

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.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- *Supporting great teaching*
- *Pupil assessment and feedback*
- *Transition support*

Targeted approaches

- *One to one and small group tuition*
- *Intervention programmes*
- *Extended school time*

Wider strategies

- *Supporting parent and carers*
- *Access to technology*
- *Summer support*

Identified impact of lockdown	
Maths	<p>Impact included</p> <ul style="list-style-type: none"> - Number confidence and knowledge of four operations - Yr3- 5 times table knowledge - Yr5/6 comprehension of questions
Writing	<p>Impact included</p> <ul style="list-style-type: none"> - Confidence in independent writing and structure of extended writing pieces - Punctuation in Year 3 and 4 (this can be addressed through GPS input) - Handwriting and presentation - Fine motor control in Year 1
Reading	<p>Impact included:</p> <ul style="list-style-type: none"> - Dedicated reading time to have stories read to each class - Regular reading 1-1 for KS1 children - Using real texts to support reading and vocabulary as well as writing task - Confidence in answering reading comprehension questions
Non-core	<p>Impact included:</p> <ul style="list-style-type: none"> - Year 1 ready for learning as gaps in EYFS - Supporting children who have struggled in being ready to learn

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>To upskills Teaching assistants to support the teaching of key skills and also wellbeing of children</p> <p>To support CTs in providing QFT Laptops to be able to plan and create remote learning</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, to extend our levelled reading book stock</p>	<p><i>Specific skill audit to highlight key courses to be completed</i></p> <p>(£2000)</p> <p><i>Laptops purchased</i></p> <p>(£2325)</p> <p><i>Purchase additional banded reading books to support EYFS to Year 3 readers</i></p> <p>(£2000)</p>		<p>MD</p> <p>MD/BC</p>	<p>Feb 21</p> <p>Feb 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>Reading assessments purchased to give confidence in teacher assessment to review progress and also gaps in learning</i></p> <p>(£1000)</p> <p><i>PPM completed to discuss progress from September</i></p>		CM/ MD	July 21
<p><u>Transition support</u></p> <p>Families joining the school are happy and confident in joining the school.</p>	<p><i>Video created to support transition</i></p> <p><i>Zoom/ Googlemeet sessions to meet and discuss</i></p> <p>(£50)</p>		SLT	Ongoing
Total budgeted cost				£7825

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. 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.	<i>Key children given catch up time to support reading 2x week.</i> <i>(1000)</i> <i>Additional release time and training to support the delivery of the reading fluency project.</i> <i>Additional PPE (screen) purchased to enable intervention across phases.</i> <i>(£750)</i>		MD BC	Feb 21 Feb 21
<u>Small group tuition</u> Identified children will have increased their writing confidence and stamina	<i>Whole school focus to create a story to start project.</i> <i>Key children to complete 8 sessions to create a piece of writing using drama techniques.</i> <i>(1200)</i>			Easter 21
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Reading, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention is identified and purchased.</i> <i>Identified Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>(£1150)</i>		SLT	July 21
<u>Extended school time</u> Identified children are able to access a breakfast club The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>Key children in Year 6 are invited to attend and supported in developing key objectives.</i> <i>(1000)</i>		CM/ RM	May 21
Total budgeted cost				£5000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. 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.	<i>Additional online learning resources will be purchased, such as Sir Linkalot.</i> (900) <i>Maths bags with times table resources for families to support practical times table and number knowledge</i> (500) <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		SLT MD	Feb 21 Feb 21
<u>Summer Support</u> NA				
Total budgeted cost				1900
		Cost paid through Covid Catch-Up	14,225	
Reading		Cost paid through school budget	2,000	
Donation for Maths TimesTables bags			500	