

## ST BERTELINE'S C OF E PRIMARY SCHOOL

### COVID-19 'CATCH UP' PREMIUM PLAN

Academic Year: 2020-2021

Total Number of Pupils: 279

Total 'Catch Up' Premium Budget: £22,320 (dependent upon school census figures)

£80 per pupil (Reception - Year6)

#### **Introduction**

Children and young people across the country have experienced unprecedented disruption to their education as a result of the COVID-19 pandemic. The government announced a one-off universal £650 million catch-up premium for the 2020/21 academic year to ensure schools have the extra resources they need to help all pupils make up for lost teaching and learning time. As a state funded mainstream school we have been eligible for some of this funding. The funding will be paid into the school budget in 3 tranches (one each term). Schools have the flexibility to spend the funding in the best way for their cohort and circumstances. At St Berteline's we will be using the EEF (Education Endowment Foundation) support guide document to help us in our decisions as to how to spend the money.

#### **Aims**

There are two broad aims at St Berteline's C of E Primary School which will guide our decision making.

1. To reduce the attainment gap caused by COVID disruption for all children
2. To ensure the mental health needs of pupils are met and supported by the school

#### 'Catch Up' at St Berteline's will include:

(For all children)

- **Working through well sequenced, purposeful learning schemes.** For example, in maths, we will utilise the Power Maths Scheme as our spine of learning and we will be able to use 'catch up' premium to purchase additional resources (especially concrete resources) to facilitate better understanding at all stages of development.
- **Focusing on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, time tables recall, basic addition and subtraction fact recall and reading skills relevant to age.

- **Additional lesson time spent on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning - particularly in the autumn term. In order to keep a broad and balanced curriculum, some foundation subject areas may be taught as blocked days.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Summative and formative assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will not have been in a formal school setting for a number of months.

'Catch Up' at St Bertelina's will NOT include:

- Cramming of missed learning
- Putting undue pressure on children and their families
- Teachers spending time highlighting missed objectives as a paper exercise
- Teachers spending time ticking off assessment points and extra tracking activities

EEF Recommendations:

The EEF recommends a mixture of approaches including teaching and whole school strategies; targeted academic support; wider strategies including more creative approaches. Our planned expenditure within the three categories is detailed below:

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 related whole-school strategies

Desired outcome	Chosen approach	Impact (once reviewed)
<u>High quality teaching for ALL...</u> <u>Supporting great teaching:</u>	Ensure consistency of staff by prioritising staff health and wellbeing as well as work/life balance. Avoidance of employment of agency staff	Raise the attainment of all pupils and close the gap created by COVID-19 school closures Staff wellbeing maintained
<u>Effective diagnostic assessment...</u> <u>Teaching assessment and feedback:</u>	Increased use of screening and other assessment tools	Children will be identified earlier and specific learning planned to meet individual needs and therefore faster progress will be made
<u>Supporting remote learning...</u> <u>Ensuring equity of access for all:</u>	Audit of children unable to access remote learning. Dongles purchased, laptops provided	Reduce attainment gap between disadvantaged pupils and their peers
<u>Focusing on professional development..</u> <u>Supporting great staff:</u>	Staff training - specific learning difficulties - all TA's	Confidence and expertise of staff increased resulting in children's learning being impacted in a positive way
<u>Transition support...</u>	Early transition opportunities - high school Moving Up work started in Spring Term	Smooth transition to high school - negative impact on continuity of learning minimal.

ii. Targeted academic support		
Desired outcome	Chosen action/approach	Impact (once reviewed)
<u>High quality intervention activities...</u>	Employ additional TA from September 2020 to release other TA's for intervention activities (1:1 reading; SEAL; oral language development; social story work etc)	Impact of intervention will see increased reading ability; increase in confidence; increase in self-esteem; positive impact on all aspects of learning
<u>Counselling...</u>	Increase school counsellor hours to cater for increase in social and emotional needs including bereavement	Improved mental health of children therefore facilitating learning
<u>Extended school time...</u>	Re-arrange school timetable to give increased teaching and learning time for <u>all</u> children	Increased pace of catch-up. Gap resulting from Covid interruption lessened
<u>Planning for pupils with SEND...</u> <u>Intervention programme</u>	Specific TA time allocated to all eligible children to work on their additional needs. Involvement of SENDCo	Individual children will take steps along their personal learning journey

iii. Wider Strategies		
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community...</u>	Time to talk - fears addressed re COVID Website activities - E-safety, mental health etc. Parents encouraged to be actively involved in learning through homework Provision of teacher e-mail to aid communication between teacher and parent	Parents feel valued and part of the 'catch-up' process Access to school facilitated
<u>Enabling all learners' equal access to the provision including children not in school for isolation or shielding...</u>	Personalised learning packs for individual children. Home visits	Children feel valued and home learning reflects activities in school
<u>Supporting pupils' social, emotional and behavioural needs... Whole school recovery curriculum which focusses on creative activities as well as the core curriculum</u>	Create a stimulating learning environment where <u>all</u> can succeed Introduce idea of 'mindfulness' Provide space and time for relaxation Employ teacher to facilitate musical activities (1 day per week). All children to benefit	Raised self-esteem of all children Children feel secure, successful, happy and relaxed Acceptance of current situation - Covid Good attendance, less absence due to good health
Total budgeted cost approx. = £31,800		
Cost Paid through Covid Catch-up = £22,320		
Cost paid through school budget = £9,480		