

Catch-Up Premium St Ambrose RC Primary School. Updated April 2021.

Summary information					
School	St Ambrose Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,840	Number of pupils	198 October 2020 Census 207 on roll 30.04.21

Guidance	
<p>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.</p> <p>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 Y11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by a coronavirus (COVID-19), the grant will only be available for 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
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 effectively.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole-school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allow the teacher to cover missed key objectives, for the children to progress through the new content. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives.</p> <p>Children still have a huge appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has been affected – children are not able to recall addition facts. Times tables and have forgotten calculation strategies. This is reflected in arithmetic Teacher Assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>The handwriting was affected during the lockdown. However, the summer term has a 'Back to Basics' theme where daily reading, handwriting and spellings are at the fore. Writing interventions have been implemented across the school to try to close gaps. The children also practise their grammar and spellings with encouragement to practice these at home.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week in March further identified those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place and reviewed to meet their individual needs.</p> <p>During lockdown and since returning in September, children were able to access online books via the website. The website contains a plethora of books for different age ranges so that the children can practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via the remote learning portal on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children.</p> <p>Reading is the number 1 priority this term.</p>
Non-core	<p>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. From recent book looks, the standard of work in books is to be admired with gaps addressed when they are identified. However, standards, in general, are not what they were.</p>

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>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Use HM's leadership time.</i> Redeployment of support staff to facilitate.</p>	Redeployment of support staff to facilitate.	SLT	July 21
<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 of confidence and accuracy of assessments.</p>	<p><i>Continue with and implement the Rising Stars termly tests and record assessments on Classroom Monitor to track performance.</i></p> <p>£200.00</p>		WC	Dec 20 April 21 July 21
<p><u>Transition support</u></p> <p>Children who are joining the school from different settings or who are beginning their schooling with St Ambrose have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of St Ambrose is arranged and shared with all new-starters on the website. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining St Ambrose, especially in EY's.</i></p> <p>£1050.00</p>			Ongoing

Children have access to appropriate stationery and paper-based home learning packs if required so that all can access learning irrespective of the ability of the child/parent to navigate the online learning.	<i>Home-learning packs have been purchased and are 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> £5384.05		SLT	Feb 21 July 21
<u>Access to technology</u> 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. Teachers have full remote access to school's network and 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.	<i>St Ambrose are to purchase apple iPads and They are to be used to further support online access to resources for the children accessing extended school time.</i> £31529.00		SLT SLT	Feb 21 Feb 21
Total budgeted cost				£39759.35
			Cost paid through Covid Catch-Up	£15,840
			Cost paid through school budget	£23919.35