



## Catch-Up Premium Plan 2020-2021. St Margaret’s Anfield CE Primary School.

Summary information					
<b>School</b>	St Margaret’s Anfield CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,480	<b>Number of pupils</b>	436

**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 from Reception class up to Y11.

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	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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables, and many have forgotten once taught calculation strategies.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Most children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. This must now feature as a whole school priority in a bid to get children to catch up quickly and get back on track.</p>
<b>Non-core</b>	<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.</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 subjects 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 in KS1 (where appropriate) and KS2. EYFS and KS1 (where necessary) have some flexibility until the start of the summer term with the option to focus on core subjects initially to catch up on key skills and lost learning.</p>	<p><b><i>Planning time for teachers to research and plan non-core subjects.</i></b></p> <p><b><i>An additional member of staff has been brought in until Christmas, based in Reception class, in order to support the children as they start in Reception and work with the team in planning for swift catch up in lost learning at this crucial stage of development.</i></b> <b>(£11,500)</b></p>		<p>WJW, JH, RK</p> <p>SLT/EYFS Phase Leaders</p>	<p>Feb 21</p> <p>Dec 20</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><b><i>Complete baseline assessments to identify gaps and administer termly tests/benchmarking. Record assessments on class spreadsheets to identify gaps and discuss targets and progress towards them at termly Pupil Progress meetings with members of SLT and the Phase Leader.</i></b></p>		<p>WHW/LJH RC Phase Leader Teachers</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at SMA have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A virtual tour of St Margaret's Anfield CE Primary School is available on the school website, this information can be shared with all new-starters. Ms Cavanagh (PA to SLT) oversees new starters and will endeavour to facilitate a socially distanced mini version of a school tour wherever possible in order to welcome the pupil and allay any unnecessary fears about starting a new school.</i></b></p>		<p>AC</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>(£11,500)</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>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 with timely tuition put in place.</p> <p>(These 1:1 and small group activities are carried out following the RWI programme. We are part of cohort 1 on a joint Liverpool Reading Project to improve phonics and reading in schools.)</p>	<p><i><b>Our Reading Ambassador is a member of the Read Write Inc Leadership Team. She is trained in providing specific 1:1 tuition to pupils. In order to release her, an additional TA has been brought in to cover her other class based TA duties. This enables the Reading Ambassador to work with different pupils to provide swift intervention and tuition.</b></i></p> <p>██████████</p> <p><i><b>Additional resources to facilitate the rolling out of this whole school RWI project have been purchased.</b></i></p> <p><b>(£1,480)</b></p>		<p>RWI Leadership Team: LJH WJW CP SL</p>	<p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>A variety of appropriate interventions, such as the NELI programme (Nuffield Early Language Intervention), RWI, Talk for Maths, Numbots, TTRockstars and the Maths Mastery Readiness Programme, support identified children in developing their language acquisition, phonics understanding and requisition of maths skills and application of number.</p>	<p><i><b>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</b></i></p> <p><b>(£1,000)</b></p>		<p><b>EYFS Leaders:</b> CP/LH <b>RWI Leaders:</b> LJH, WJW CP &amp; SL <b>Maths Leaders:</b> JM/ES/NW</p>	<p>July 21</p>
<p><u>Supporting our EAL pupils</u></p> <p>Many of our new pupils are pupils with EAL. They have missed significant language support and so additional provision will be made.</p>	<p><i><b>Extend the current two day EAL teacher provision for support to five days until Christmas in order to enable swift assessments and targeted provision and support to be put in place.</b></i></p> <p>██████████</p>		<p>AF</p>	<p>Dec 20</p>
			<b>Total budgeted cost</b>	<b>£20,480</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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.</p>	<p><b><i>Additional online learning resources have already been purchased, such as Bug Club to support children reading at home. RWI home learning clips are available. (£599)</i></b></p> <p><b><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are set aside for children to take home when home-learning occurs. (£500)</i></b></p>		<p>JM/CF/CT/CP</p> <p>Office Team in liaison with teachers</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>Teachers are equipped with laptops and can facilitate effective home-learning with increased capacity to share resources and communicate learning to children. All staff are now trained in using 'Sway' as a platform for delivering lessons remotely.</p> <p>TAs are given access to laptops to support 1:1/SEN/Home Learning where necessary or appropriate.</p>	<p><b><i>69 Chromebooks have been provided for our vulnerable pupils by the DfE. These Chromebooks can be used by the children to support learning when based in school and can also be loaned out to specific parents/carers to support home-learning if needed.</i></b></p>		<p>CT/VW</p> <p>JM/CF/SLT</p>	<p>Feb 21</p>
<b>Total budgeted cost</b>				<b>£ 500</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£32,480</b>
			<b>Cost paid through school budget</b>	<b>£599</b>