

St Vincent's VC Academy
COVID CATCH UP PREMIUM PLAN

SUMMARY INFORMATION			
Total number of children:	194	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	15,520		

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	EEF Recommendations
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<p>Schools should use this funding for specific activities to support their children 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 children. Schools should use this document to help them direct their additional funding in the most effective wa</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 ➤ Summer support
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Identified impact of lockdown	
Maths	<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 have forgotten once taught calculation strategies. This is reflected in arithmetic 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 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. The Communication and Language gap has widened particularly with our EAL pupils who have not had the opportunity to speak English for a significant amount time.</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. 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. The bottom 20% of readers have been disproportionately affected.</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.</p>
Social and emotional wellbeing	<p>Following long periods out of school and isolated at home social skill development will have been impacted due to limited opportunities for interaction. Returning to school in 'bubbles' will potentially continue to effect relationships and the development of cooperative and collaboration skills. Families will have had different experiences during the lockdown period and this will have both positive and negative effects on the wellbeing of children and their extended families. Some children will not have had an outlet or support for their emotions whilst not attending school. Home learning will have felt very different to their daily school day and therefore learning styles and metacognitive development will have been impeded. Having a period without the structure and security of school and its familiar routines made this period difficult for some families and relationships at home and school friendships were impacted. The school needs to rebuild this sense of belonging and support pupils with their emotional wellbeing and emotional literacy.</p>

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BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in curriculum as identified by each Subject Leader – particularly those in core subjects
B	Readying the school for further home learning needs (E.g. a second lockdown)
C	Gaps in language development and knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
D	Understanding T&L strategies within the 'new normal' way of teaching (both children and teaching staff)
E	Ensuring our SEND children are making social, emotional and academic progress following the lockdown period
F	Preparing Y6 children to undertake SATS and have year 7 readiness
G	Limited opportunities to learn beyond the classroom via planned curriculum experiences

ADDITIONAL BARRIERS

External barriers:

G	Ensuring all children can access online learning at home
H	Maintaining a high attendance % for all children is a priority
I	Wellbeing: Children adjusting to the new school routines and structures
J	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
K	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

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L	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning
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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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports our approach to Math Mastery and quality first teaching.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, the school needs to ensure access to hands on science and opportunities for scientific enquiry. The Adina Grant supports the school in purchasing resources to ensure this high quality provision.</p> <p>Barrier A B C D E</p>	<p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">£500</p>		ET	July 21
	<p><i>Purchase additional manipulatives for KS2</i></p> <p style="text-align: right;">£500</p>		ET	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 in confidence and accuracy of assessments.</p> <p>Barrier A B C D E</p>	<p><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments for SPAG and PIRA for reading. Complete termly tests and record assessments to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;">£1000</p>	These were supportive during the autumn term in identifying gaps and supporting AFL.	PD/LW	Jan 21 July 21
<p><u>Supporting Quality Teaching of Maths</u></p>	Purchase license for website access (1 year) to support with resources and CPD to further support pupils in closing the gaps		ET	July 21

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Teachers will have access to supporting materials to ensure small steps for teaching maths mastery and further CPD Number Sense Maths	Early Number	£139		
<u>Enhanced Reading resources</u> <u>More children to be demonstrating fluency in their reading.</u> <u>To diminish the difference of those in the bottom 20%</u>	To buy attractive targeted levelled books to enhance class libraries for pupils to select from. The school has increased opportunities for reading for pleasure and developing fluency. To buy a greater selection of banded books to support pupils moving on from RWInc	£754		LW/SB July 21
Total budgeted cost				£ 2139

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme Maths</u> An appropriate numeracy intervention, such as Success@ arithmetic, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Delivery of specific speech and Language Interventions for KS2 TA to deliver catch up interventions and Speech and Lang interventions due to the restrictions around working across bubbles and the shielding of the extremely clinically vulnerable TAs Barrier A B C D E	Jan-July <i>Interventions have been identified and staff will be trained by staff within the Trust. Staff within phases are to be trained so that they are able to deliver the interventions confidently (inclusive of entry and exit data).</i> TA to deliver catch up interventions and Speech and Lang interventions TA Level 2 12.5 hrs £4,277	Unfortunately, due to the Lockdown in Jan 2021 this intervention was unable to take place but invaluable support was given by the TAs in helping sustain provision of teaching and learning for those in school. This enabled the school to continue to provide high quality provision throughout this period.	ET/PD	April 21 July 21

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<p><u>Intervention programme Language</u></p> <p>Staff to train and deliver the Language programme for reception. An appropriate language intervention NELI, recommended by the dfe, supports narrowing the gap in language development in reception, identified as a key area within our school. Barrier A B C D E</p>	<p>Jan -July</p> <p>To deliver approx. 12.5 hrs of the intervention offered by the dfe. This will also include the hrs of training required. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p>3 hrs of KS1 appropriate numeracy intervention, such as Success@number supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>TA Level 3 – 17.5 hrs £7,283</p>	<p>Unfortunately due to the Lockdown in Jan 2021 this intervention was unable to take place but invaluable support was given by the Tas in helping sustain provision of teaching and learning for those in school. This enabled the school to continue to provide high quality provision throughout this period.</p>	<p>PD/EM</p>	<p>April 21</p> <p>July 21</p>
<p><u>Intervention programme and supporting home learning</u></p> <p>To address an area identified as a key area of weakness for pupils identified across all year groups. Spelling shed will allow for targeted support to spellings both in school and when home learning. This is research based intervention, recommended by NASEN Barrier A B C D E</p>	<p>Children will be able to access this in school as part of classroom support and at home when home learning.</p> <p>£239</p>	<p>For those pupils that engaged with this. It was seen to be a useful tool during lockdown, ensuring that spelling provision was targeted and supported pupils progress. Great emphasis will be put on using the new resource in-order to reach more pupils and increase the impact.</p>	<p>LW</p>	<p>July 2021</p>
<p>Total budgeted cost</p>				<p>£11,799</p>

iii. Wider Strategies

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Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Emotional Wellbeing</u></p> <p>Identified children are able to access ELSA provision. This will support their emotional wellbeing through targeted support and specialised approaches. The TA delivering this has received specialist training and resources to ensure high quality provision. Training and resources for whole wellbeing school support will also be shared with staff.</p> <p>GHIJKL</p>	<p><i>Pupils who have been identified as having specific needs within the emotional wellbeing due to lockdown / impact of not being in school for 6 months / impact of changes in family circumstances will be able to receive ELSA support from a trained member of staff.</i></p> <p>£489 per delegate which includes six days training, the ELSA handbook (RRP £30.99), training materials and six half-termly supervision sessions.</p> <p>£519.99</p>	<p>This has been a wonderful resource in supporting our pupils with their transition back into school and continuing to support their significant emotional and wellbeing needs.</p> <p>Pupil and parent voice have positive. Children are engaging well in the sessions and progress is visible, This will continue to be evaluated</p>	<p>JB</p>	<p>April 21</p> <p>Ongoing</p>
<p>Developing IT Support pupils both at home and on return to school</p> <p>To ensure digital provision supports progress in learning both in school and remote</p>	<p><i>For Primary Tech to provide bespoke support – upskilling teachers and supporting pupils with their digital learning platform – allowing for learning to be of the highest quality both in school and remote</i></p> <p>£308</p>		<p>LW</p>	<p>Ongoing</p>
<p><u>Summer Support</u></p> <p>NA</p>				
			<p>Cost paid through Covid Catch-Up</p>	<p>£15,520</p>