

**Covid 'Catch-up' Premium
St Michael and All Angels CE VA School
2020-21**



Rationale

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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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

This funding will be provided in 3 tranches. Schools will be provided with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

A second grant payment will be distributed in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

St Michael and All Angels Strategy Statement

In the current context, curriculum planning has been revisited to identify units of learning that were missed, or not taught in the classroom, during the national lockdown. The learning sequence that has been mapped for subjects, in every year group, prioritises key elements of missed learning before progressing to current year group expectations. Using a responsive approach, this learning is taught and teachers then identify what students have understood and where there are gaps or struggles. This is recorded on personalized KLIPS assessment for each child focusing on high value skills and knowledge. This kind of assessment for learning is formative and is applied alongside a carefully planned approach to using summative assessments to enable teachers to gather additional data on what learning has 'stuck' and where gaps still exist.

This information is then used to respond to students' needs and teaching is adapted to support children to close gaps, understand better and to keep the learning on track.

Catch up at St Michael and All Angels for all children is:

- **Working through well sequenced, purposeful learning schemes.** For example, in maths, we will utilise Lancashire's Lost Learning Documents. We have been able to use catch up premium to purchase adapted resources that have been purpose written for catch up.
- **Focus 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, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **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.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly using the LAPS and KLIPS documents. *Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils. The EEF guide to supporting school planning - A tiered approach to 2021*
- **Time for mental health, wellbeing and social skills development.** This is at the heart of our strategy, supported by our Nurture Assistant, all staff will work to support the good mental health of all our children and to explicitly teach wellbeing skills through our PSHE curriculum.

IDENTIFIED IMPACT OF LOCKDOWN

Year Group	Analysis
Reception	Mathematical number (from Baseline 69% to 63%) reading (62% to 41%) writing (57% to 44%) and independence in self-selection have all been impacted by the national lockdown.
Years 1 and 2	Gaps exist in content that has not been taught in school in phonics and maths (e.g. number concept and recognition, place value understanding of 2-digit numbers, poor retention of more complex sounds in phonics and sight reading of non-decodable words).
Years 4 and 5	Children's rapid recall of number facts and efficiency in calculation strategies had decreased. Reading stamina was also reduced.
Year 6	Reading remains a priority and the transition to Secondary school.
All year groups	In all year groups we have identified children who have struggled socially and emotionally with the return to full classes and the ongoing situation meaning year group bubbles stop interaction with different children in other years.

Main Barriers to Educational Attainment during Covid-19 lockdown:

- Limited access to technology in some households (especially with siblings), making online remote learning difficult to access (although workbooks were also provided to support children this during this time).
- Limited individual feedback to children to support their learning during this time, although live "zoom" teaching sessions took place three times a week in each year group from 30th March. E.g. 89% Year 6 children. Difficulties in providing in lesson assessment when learning remotely.
- High deprivation category for unemployment, poor health, poor living conditions for some of the children 38%.

St Michael and All Angels funding allocation: £80x201=£16080

School Improvement Plan Key Priority 1: Bridging Curriculum, following COVID-19

- To ensure a quality 'Bridging Curriculum' is implemented to meet the needs of all learners, ensuring they 'catch-up' and make excellent progress from their individual starting points.

- **Success Criteria**
- **Teachers** have identified the curriculum coverage prior to Covid-19 and considered how 'gaps' in learning can be bridged through quality first teaching and interventions.
- **Teachers** have used formative assessment to accurately identify gaps in learning.
- **Teachers** are clear about the curriculum content needed to ensure excellent progress, with a clear focus on addressing 'gaps' in learning in phonics, reading, writing and maths.
- **Staff** are confident in supporting children with their mental health and wellbeing, as a result of Covid-19.
- **Subject leaders** are increasing in confidence in identify 'gaps' in learning within their own subject areas and support teaching and learning accordingly.

Aspirations of our COVID-19 Catch-up Spending:	
Outcomes	Outcomes
<ul style="list-style-type: none"> • Split year in key year group to allow for any gaps in learning to be bridged and small group, quality first teaching • Higher staff ratios in classes to address gaps in learning and allow targeted interventions with recruitment of 2 full time teaching assistants. 	<ul style="list-style-type: none"> • Split classes for in key year group (Year 6 from September 2021) • Interventions in other year groups- phonics year 1 • Children supported within the classroom with daily teaching and daily interventions (NELI support, phonics, reading, number sense) and any other individual support needed.
<ul style="list-style-type: none"> • A small group room developed to allow space to run small catch-up groups and daily phonic interventions 	<ul style="list-style-type: none"> • A small group room on site, used daily for catch-up interventions • Well-resourced with planned phonics materials made during the partial closure of school, so staff have all materials at hand.

<ul style="list-style-type: none"> • An enhanced outdoor space with an all-weather running track, solar powered timer and outdoor stage allowing children access to a curriculum outdoors, supporting their mental health and well-being, alongside further curriculum enrichment. 	<ul style="list-style-type: none"> • Children are timetabled for use of these resources.to ensure maximum use. Children become healthier, carrying out daily exercise, improving physical and mental wellbeing.
<ul style="list-style-type: none"> • Nurture group including different therapies introduced to children affected by safeguarding and child protection issues during COVID-19. • Work with supporting parents also. 	<ul style="list-style-type: none"> • Well-being and counselling groups run for children in this allocated space- including the use of the newly constructed kitchen. '
<ul style="list-style-type: none"> • Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children • Children are supported at home with high quality resources. 	<ul style="list-style-type: none"> • All children accessing remote learning if necessary including live and recorded sessions

Objective 1

- To bridge gaps in learning, as a result of school closure, through focused small group interventions and quality first teaching
- To ensure higher staffing ratios in the majority of classes including split classes in years 6 to allow for small group, first quality teaching (Starting September 2021. Originally planned for split classes for maths in years 4 and 5 starting January 2021- however, long term absence of teacher prevented this)
- To implement 'catch-up' phonics to bridge missed learning in phonics.
- To embed small group interventions to support the mental health and well-being of children.

Action:

- Higher staff ratio in Year 1 (full time TA) Year 3 (Teacher to work alongside teacher am) Year 4 (Full time TA) enabling more targeted teaching and learning, impacting on raising standards.
- Strategic focus on phonics across supporting staff on the implementation of 'catch-up phonics'
- Staff training focusing on Literacy- Talk 1, 2 and 3 (4, 5, and 6 Autumn 2021) and Maths Mastery for 1,2, during 2021 3 and 4 (Summer 2021) and Year 5 and 6 (Autumn 2021)
- All staff trained to deliver daily vocabulary (Closing the vocabulary gap training)
- Rigorous Pupil progress meetings to monitor and evaluate impact to ensure all children are progressing.
- Develop a small group room to deliver interventions effectively.

Rationale:

Smaller group sizes enable targeted, highly focused teaching, allowing for gaps in learning to be bridged and ensuring more children reach age-related expectations. It also enables early intervention for our lower attaining children.

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning or focused training on effective teaching using technology—is likely to be valuable. This may need to be coordinated to match new priorities, such as developing approaches to remote learning, alongside existing habits and practices, including maintaining and sustaining behavioural routines.

The EEF guide to supporting school planning - A tiered approach to 2021.

Success Criteria:

- 1:1 daily reading for identified individuals
- Small groups across key curriculum areas of phonics, reading and maths to ensure children make expected progress.
- Some phonics groups are smaller, and accelerated phonics in Reception resulting in an increase in the number of children working within age-expected phonics phases
- Intervention groups, focusing on developing fine-motor skills and developing basic skills of vocabulary in Reception.
- Tailored interventions in school including Precision Teaching, NELI, Ginger Bear Bounce Back Phonics, Fast Track phonics.
- Small group room to deliver targeted interventions.

Provision	Action	Cost	Monitoring and Evaluation	Desired outcome
Academic Support	<p>New full-time teacher to start in the Autumn term 2021 to allow smaller ratio in one classes.</p> <p>Provide 1 to 1 and small group work through targeted TA/teacher support to close gaps in learning in maths, phonics, reading and English</p> <p>Interventions in all year groups according to need (1:1 reading, handwriting interventions)</p>	£7000 (part funded)	<ul style="list-style-type: none">• Termly pupil progress meetings• Provision mapping• Intervention timetables• Regular book looks• SEND children making good progress from their starting points - Pupil progress monitoring	<ul style="list-style-type: none">• Children to improve in their attainment and progress with some children exceeding their targets from their starting points• Gaps are diminished and more learners are on track for ARE at the end of the year.• Resources are up to date and enhance teaching and learning.• All children well supported in all lessons - first quality interventions.• Group room established

	Establish small group room as a space to deliver support Parent workshop- Reception to support parents with reading at home.			
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Objective 2

- To enhanced the outdoor space already including a new all-weather running track, solar powered timer and outdoor stage allowing children access to a curriculum outdoors, supporting their mental health and well-being, alongside further curriculum enrichment

Action:

- Timetabling of the outdoor area to ensure maximum use.
- Purchase of resources to enhance outdoor area e.g., solar running timer

Rationale:

A high-quality outdoor area with high quality resources contributes significantly to developing language and vocabulary and supporting their mental health and well-being.

Success Criteria:

- Children are timetabled for use of these resources.to ensure maximum use. Children become healthier, carrying out daily exercise, improving physical and mental wellbeing

Provision	Action	Cost	Monitoring and Evaluation	Desired outcome
Academic Support	Develop outdoor area/learning	£628	<ul style="list-style-type: none"> Timetables of use 	<ul style="list-style-type: none"> Further developed outdoor area/ learning space to

	spaces with resources.		<ul style="list-style-type: none"> Pupil interviews 	<p>enhance the curriculum</p> <ul style="list-style-type: none"> Children become healthier, carrying out daily exercise, improving physical and mental wellbeing
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Objective 3 <ul style="list-style-type: none"> To support children and families in their mental health and well-being by use of nurture groups. 				
<p>Action:</p> <ul style="list-style-type: none"> Purchase of resources to support use of different therapies including drawing and cooking Training of staff, particularly teaching assistants in strategies to support children's well being 				
<p>Rationale:</p> <p>An individual trained in supporting children with their mental health along with an allocated room and high-quality resources contributes significantly to improving their mental health and well-being.</p> <p><i>A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning.</i></p> <p><i>The EEF guide to supporting school planning - A tiered approach to 2021.</i></p>				
<p>Success Criteria:</p> <ul style="list-style-type: none"> Pupil wellbeing improves and this in turn improves academic attainment 				
Provision	Action	Cost	Monitoring and Evaluation	Desired outcome
A nurture room and training	Training provided by Lancashire in Mental Health and	£3000	<ul style="list-style-type: none"> Records of well-being and nurture groups run 	Pupil wellbeing improves and this in turn

<p>nurture assistant to work with vulnerable children and families.</p>	<p>Wellbeing and strategies to support children. Purchase of resources to support. Release time for SENCo and Nurture lead to attend and lead training</p>		<p>for children and parents</p> <ul style="list-style-type: none"> • "Questionnaires" using Richter scale analysis show pupil wellbeing improves. Parental feedback support this. 	<p>improves academic attainment.</p> <p>Regular communication with parents of key children to ensure a joined-up approach to supporting a child's wellbeing. Engaging with parents to celebrate successes.</p> <p>Children with social, emotional and behavioural needs supported Nurture TA and SENCo as well as classroom routines and support mechanisms so settle back into the routine of school. Social stories and other support mechanisms deployed on a personalised basis.</p>
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Objective 4

- Remote Learning

Action:

- Children who need to access remote learning are able to use school devices (iPads and laptops).
- Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home.
- Training provided for Teacher and TAs on platforms e.g. Google Classrooms and Chrome books

Rationale:

Ensuring access to technology is key, particularly for disadvantaged pupils. In addition to providing access to technology, ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented

The EEF guide to supporting school planning - A tiered approach to 2021

Success Criteria:

- Children and

Provision	Action	Cost	Monitoring and Evaluation	Desired outcome
Teachers and children have the equipment to access remote learning.	Purchase of laptops for teachers and Promethean boards. De-commissioning of school equipment which is then distributed to families with limited technology.	£ 3950 for teacher laptops New Promethean boards installed in every classroom (used from reserves and ICT budget £18000)	<ul style="list-style-type: none">• Monitoring/register of the children accessing home learning if they have to isolate or in the event of a bubble closure.	Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children

Support for Online learning- from Jan 7 th School open to Key workers and vulnerable only	Purchase of resources to support home learning Online resources Oxford Owl- E learning books Literacy Shed Workbooks Phonics and GCP Books	£720 £140 £642	<ul style="list-style-type: none"> • Monitoring the use of online resources • Feedback from parents and resources. 	Children are supported at home with high quality resources.
Total cost				£16808