

Summary information

School	Shenfield St Mary's Church of England Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,760	Number of pupils	422

Guidance

Coronavirus Covid-19 has resulted in unprecedented disruption to pupils; learning both in the last academic year and also this year, firstly, with a nationwide full lockdown and then with isolation due to positive cases. This has had an impact on all pupils in our school, with those children who are from vulnerable or the most disadvantaged backgrounds being hit hardest. The effect of lost time in school and inconsistent school on learning and development will be considerable.

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.

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by the Coronavirus pandemic and is only available for this academic year. The funds must be spent in the best way for the school's pupils to make the best progress possible to 'catch-up' with lost learning.

Use of Funds (DfE Guidance)

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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 in the most effective way.

EEF Recommendations

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology

Identified impact of lockdown

Maths	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'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG 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.
Reading	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.
Non-core	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 memorable curriculum moments.

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Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Shenfield St Mary's CE Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

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				
EEF recommended strategy	EEF Rationale	Specific implementation	Cost	Expected impact
Supporting great teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning	All 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. Additional assessments to identify gaps in prior learning have been introduced for all foundation subjects. Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.	<i>Additional time for teachers to assess, evaluation and plan non-core subjects. This has been built into staff meeting time.</i>	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations. The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of covid and evidence of outcomes continue to improve across the school.
	Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.	Monitoring of all aspects of learning taking place, development needs addressed and put in place as required by partner teacher, subject leaders and SLT	<i>Build into SLT release time and staff meetings Cost of 2 x HLTA 1 morning per week for a term £1404</i>	A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.
Teaching assessment and feedback	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.	Staff to implement new system of assessment for beginning of unit non-core subjects to identify gaps. Teachers in liaison with subject leaders to revisit progression expectations and to adjust curriculum map accordingly. Ongoing daily assessment for learning to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge. Assessment cycle to be revisited and previous SATs and NFER tests along will be used to identify gaps and support summative assessment. The analysis will then inform the following terms planning and pupil progress meetings conversations (termly formally and ongoing informally).	<i>Built into staff meeting and SLT time Cost of 2 x HLTA 1 morning per week for a term £1404</i>	Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.

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Supporting remote learning	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <p>Teaching quality is more important than how lessons are delivered</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils</p> <p>Peer interactions can provide motivation and improve learning outcomes</p> <p>Supporting pupils to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit different tasks and types of content</p>	<p>Training for all teaching teams on Google Classroom in early autumn term.</p> <p>Remote learning platform to be introduced in the Autumn term to all pupils for homework activities, to familiarise parents/carers/pupils will how to access it and to upload work, prior to isolation occurring.</p> <p>Weekly work posted on GC in the event of individuals having to isolate from September.</p> <p>If class isolates, full remote package in place, with three live lessons per day via Zoom, followed by independent learning. In addition, daily reading, exercise and practice/fluency activities set.</p> <p>Remote learning package monitored weekly by HT/DHT in the event of lockdown.</p> <p>Full external review of remote learning by Impetus</p>	<p><i>Teacher INSET day</i></p> <p><i>Cost built in plus £1500 DfE funding for Google Education set up</i></p> <p><i>Impetus review £600</i></p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>
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ii. Targeted approaches

EEF recommended strategy	EEF Rationale	Specific implementation	Cost	Expected impact
One to one and small group Tuition and Intervention programmes	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p>	<p>Bespoke intervention programmes created to fill the specific gaps identified</p> <p>Reading Comprehension/additional daily reading</p> <p>Spelling and handwriting programmes</p>	<p><i>Additional LSA/HLTA/teacher hours for the Autumn term £4818</i></p> <p><i>Additional LSA/HLTA/teacher hours post March lockdown £34,227</i></p>	<p>By increasing targeted time spent reading/supporting maths 1:1 , data analysis will indicate gaps in reading/maths progress will close.</p>
Planning for pupils with Special Educational Needs and Disabilities (SEND)	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs.</p> <p>Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.</p> <p>Within both SEND Reviews and Pupil Progress Meetings, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is</p>	<p><i>HLTA hours £10,463</i></p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence that targets will be achieved.</p>

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		<p>then shared with all staff on a 'need to know basis.'</p> <p>The deployment of support staff is reviewed regularly and redeployed on need. The deployment is reflective of need/provision map.</p> <p>Any additional support given is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.</p> <p>Regular feedback from our Learning Support Team ensures teachers are kept well informed of progress of individuals and as a result impact is maximised within the classroom.</p>		
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iii. Wider approaches

EEF recommended strategy	EEF Rationale	Specific implementation	Cost	Expected impact
Supporting pupils' social, emotional and behavioural needs	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>Additional in school support will always be available and referral to external providers be made as required.</p>	<p>Refer to the new Essex FIF for early intervention. Continue to pay for emotional support from Kids Inspire, working with the child, family and school.</p> <p>Appoint a school chaplain through Kick (not for profit Christian group), all chaplains are trained in bereavement counselling, mentoring, to lead worship, provide time for children and adults, lead prayer and run a dance or sport club. This role is to support both the children and staff through this challenging time.</p>	<p><i>Chaplain for the half term (2 days per week) £2520</i></p> <p><i>Kids inspire £1000</i></p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer handy reminders for pupils and staff.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.</p> <p>Kick will survey the pupils and staff at the beginning and end of each mentoring programme, as well as the entire package of support.</p>

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Access to technology	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	All families surveyed in early Autumn term to be ready for home learning to commence. Families requiring devices provided tablets that have the capacity to run Google Classroom.	<i>Tablets purchased £868</i>	By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling.
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.	<p>Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day (protocol for home learning established).</p> <p>Regular reminders of the offer of school resources to support home learning.</p> <p>In addition to offering pupil SEMH support, parents will also be offered support. Pastoral team will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed. The FIS weekly email will be shared and family support packages given to identified families. The support packages will include, dinner, school uniform and food hampers. The pastoral team will also host inform coffee mornings once restrictions are removed and parent workshops.</p> <p>he purchase of additional sets of reading books and Rising Stars online reading to enable school to have a ready supply of books that can be used in school and also enough for parents totake home on a more regular basis, incorporating book 'quarantine' rules.</p>	<i>Rising stars cost £359</i>	<p>By promoting a meaningful relationshipbetween home and school, parents as partners will be encouraged.</p> <p>Parents will be included in the external remote learning review to help the school evaluate what is going well and what can be improved further.</p> <p>Parents will feel involved and more confident in being able to support their child's education.</p> <p>By ensuring that all children are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at home, data will evidence accelerated improvement in the children's reading ability.</p>
Total spending				£57,663
Total funding				£33,760
Schools main budget contribution				£23,903