



St Mary's Catholic Primary School COVID19 Catch Up Premium Funding (2020-21)

St MARY'S is a happy and vibrant family where each child and adult is cherished, valued and enabled to grow in confidence to their full potential. It provides a safe environment in which each individual is encouraged to live as Jesus taught and to reach levels of personal development, creative and academic achievement.

Our Mission provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality group tuition as a catch up strategy.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs at the start of the year and periodically is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

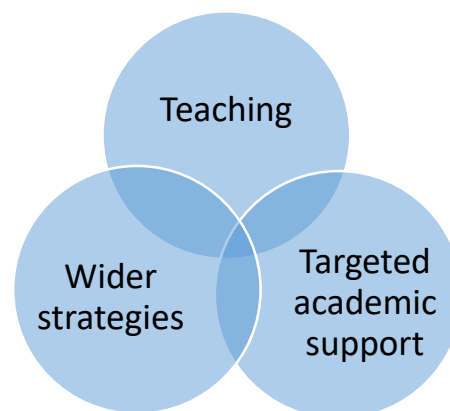
Summary Information			
School: St Mary's Catholic Primary School			
Academic Year	2020	Total COVID Catch Up Funding Budget - £16,720 Autumn: £5597.97 Spring: £4156.03 Summer: £6966	Vision Inspiration Challenge Excellence
Total Number of Pupils	203	Date for next internal review of this strategy	September 2020
Total number of Disadvantaged	21	Statement created by J McKinlay	Governor Lead R Davies

Current Attainment September 2020 (Data taken from missed summer sweep)				
	September 2020 Reading	September 2020 Maths	December 2020 Reading	December 2020 Maths
% achieving expected standard or above in Reading and maths Y6	58%	39%	73%	58%
% achieving expected standard or above in Reading and maths Y5	44%	50%	60%	47%
% achieving expected standard or above in Reading and maths Y4	45%	55%	71%	71%
% achieving expected standard or above in Reading and maths Y3	75%	63%	75%	71%
% achieving expected standard or above in Reading and maths Y2	47%	50%	69%	72%
% achieving expected standard or above in Reading and maths Y1	65%	58%	81%	62%
% achieving expected standard or above in Reading and maths PP	12.5%	12.5%	31%	14%
% achieving expected standard or above in Reading and maths SEN	8%	12.5%	17.3%	8%

Spring Lockdown adversely affected Spring term data – summer data will be entered at the end of the academic year.

Considerations for future attainment (post COVID)

- A. Teaching
- B. Targeted academic support
- C. Wider strategies



Intended outcomes (<i>specific outcomes and how they will be measured</i>)		
A	<p>Teaching</p> <ul style="list-style-type: none"> ➤ Baseline assessments to identify gaps in learning. ➤ Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. ➤ Feedback used to make next steps explicit to children. ➤ Whole staff CPD for research provided by the national college based high quality teaching – metacognition, working memory, low stakes assessments etc. ➤ On arrival baseline assessments are carried out and areas identified for intervention. ➤ Low stakes assessments to aid memory retention facilitated by Kahoot. ➤ Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? ➤ Daily reflection time to consider own learning needs and resilience. ➤ Newly devised curriculum and character education to improve children’ resilience and perseverance (Mental health and wellbeing activities) and to improve learning attitudes. 	<p>Analysis will show that whole class gaps have been filled</p> <p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p> <p>Measurement tool to show improvement in learning behaviour – metacognition checklist</p>
B	<p>Targeted academic support</p> <ul style="list-style-type: none"> ➤ Parents informed about their child’s next steps and how to support at home. ➤ Same day interventions for closing the gaps and addressing misconceptions. ➤ Pre-teaching established to make curriculum access more equitable. ➤ Teacher led interventions – content determined by analysis of baseline assessments. 	<p>Provision matches need</p> <p>Misconceptions addressed quickly</p> <p>Online resources support parents</p>
c.	<p>Wider Strategies</p> <ul style="list-style-type: none"> ➤ Benchmarking and other analytical tools used to establish needs where necessary. ➤ Sunshine room used following strict COVID19 guidelines. ➤ Classroom environments developed to be comforting and promote wellbeing. ➤ Daily relaxation and refresh opportunities for sensory breaks – mindfulness, daily mile and mindfulness. ➤ Individualised emotional support for pupils who require it – identified by questionnaires or referred by teachers. Two members of staff to undertake ELSA training ➤ Cheshire East Attendance Officers to liaise and support parents with any attendance issues. ➤ Informing and including parents in their child’s next steps. 	<p>Pupils make gradual progress without feeling over anxious</p> <p>Pupils have developed coping strategies and have taken responsibility for their own learning and know when to ask for help</p> <p>Attendance figures match pre-COVID levels</p>

	<ul style="list-style-type: none"> ➤ Mark10Mission Monday assembly to further develop faith and character education - resilience and perseverance. ➤ Outdoor adventure Learning – Moderate impact for moderate cost ➤ Social and Emotional strategies – Moderate impact for moderate cost ➤ Behaviour Interventions - Moderate impact for moderate cost ➤ Parental Involvement – Moderate impact, moderate cost 	
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Planned expenditure - 2020-21

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
<p>Targeted academic support Teachers to teach high quality lessons while teaching assistants lead interventions – content of interventions informed by Baseline assessments.</p>	Gaps to be closed. Children back on track.	Evidence from EEF and Sutton trust for teacher to lead interventions groups.	Teacher moderation Book scrutinies for transfer of knowledge/skill in dependently.	Teacher moderation Book looks for transfer of knowledge/skill in dependently.	December 2020 and then termly
<p>Teaching Comprehension skills identified as an area for development from Baseline data analysis and reading aloud pre-teach</p>	Children to show improvements in reading comprehension in class and in PIRA analysis Dec 2020	Evidence from EEF about the value of pre-teaching for all to access the curriculum	Learning walks Pupil conferencing Book Looks Data analysis	£218.97 Reading resources	October 2020 - interim December 2020 and continued focus termly
<p>Teaching Maths skills identified as an area for development from Baseline data analysis</p>	Children to show improvements in maths work in class and in PUMA analysis Dec 2020	Evidence from EEF about the value of pre-teaching for all to access the curriculum	Learning walks Pupil conferencing Book Looks Data analysis	£2269	April 2020

<p>Teaching Staff professional development with the National College relating to remote learning and quality catch up provision, etc.</p>	<p>School leaders, Headteachers, subject leads and all teaching staff will feel more confident in building and implementing curriculum resilience.</p> <p>Staff will be more equipped to ensure continuity of learning and will feel more confident to adapt in response to potential restrictions.</p>	<p>Evidence from EEF and Sutton trust about quality first teaching</p>	<p>Teacher moderation Book and planning scrutinies for transfer of knowledge/skill in dependently.</p>	<p>£995</p>	<p>July 2020</p>
<p>Teaching KS1 & 2 Reflection during Wellbeing sessions allowing children to build up their resilience and good learning behaviour.</p>	<p>Children will be more resilient and ready to learn</p>	<p>Evidence from the EEF on the advantages of metacognition in children - low cost for high impact</p>	<p>Learning walks Pupil conferencing Book Looks Data analysis</p>	<p>£100 Picture News Lyfta subscription Wellbeing resources</p>	<p>July 2021</p>
<p>Wider strategies Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health.</p>	<p>Children will have strategies to regulate their emotions and be in a better position to learn.</p>	<p>EEF moderate impact for moderate cost</p>	<p>Pupil voice</p>	<p>£1800 – wellbeing materials/logs for forest area/outdoor learning initiative</p>	<p>April 2020</p>
<p>Wider strategies Use of KAHOOT for spaced retrieval practice</p>	<p>Children will retain and recall information more easily and there will be a greater transfer of information into long term memory</p>	<p>EEF moderate impact for moderate cost</p>	<p>Pupil voice</p>	<p>£215</p>	<p>July 2020</p>
<p>Total Budgeted Autumn Cost</p>					<p>£5,597.97</p>

Teaching Reading skills identified as an area for development due to restrictions regarding school library use and the handling of books	Children will become confident and motivated readers and engage with home reading	Advantages of being able to assess their progress instantly using the online reading scheme.	Online tracking of users	Bug Club online access to over 500 levelled ebooks - £1500	July 2021
Wider Strategies Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental and physical health.	Children will have strategies to regulate their emotions and be in a better position to learn.	Emotional health and wellbeing emphasis in DfE advice Research	Pupil Voice	Forest Schools provision £1140	July 2021
Wider Strategies Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health and wellbeing	Children will have strategies to regulate their emotions and be in a better position to learn.	Emotional health and wellbeing emphasis in DfE advice Research	Pupil Voice Wellbeing questionnaire	Elsa Training £1150	July 2021
Teaching Phonics skills identified as an area for development	Children to show improvements in phonics scores.	Evidence from EEF and Sutton trust about quality first teaching	Pupil Voice Data analysis	Phonics based reading materials £350	July 2021
Total Budgeted Spring Cost					£4140
Teaching Upper Juniors Maths skills identified as an area for development from Baseline data analysis	Children to show improvements in maths work in class and in PUMA analysis July 2021	Evidence from EEF and Sutton trust about quality first teaching and access to quality resources	Learning walks Pupil conferencing Book Looks Data analysis	Third Space learning - £4400	July 2021
Teaching Writing skills identified as an area for development from Baseline data analysis	Children to show improvements in written work in class and engagement with the writing process	Evidence from EEF and Sutton trust about quality first teaching	Learning walks Pupil conferencing Book Looks Data analysis	Writing events – external providers £1566 (subject to availability)	October 2021

Total Budgeted Summer Cost

£6966
