

St Vincent's Catch-up Premium funding plan strategy 2020-2021

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 government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the [curriculum expectations](#) for the next academic year.

Statement of intent

We at St Vincent's Catholic Primary believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and non-disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes. Therefore, we will use all the resources available to us to help children reach their full potential, including the use of additional continued use of pupil premium grant (PPG).

How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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 [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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

St Vincent's Primary Catch-up Premium Grant 2020-2021

Funding information	
Academic year	2020-2021
Total number of pupils on roll	218
Amount received per pupil	£80
Total received	£17440
School Lead	Mrs Gonzalez

How we make decisions at St Vincent's Primary regarding the use of the pupil premium?

In making decisions on the use of the premium, we will focus on approaches that:

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.

- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Include the more able, not just those falling behind their peers.

What are the barriers to our children around their need for catch-up?

The main barriers our children face are around:

- Knowledge of the world, (In particular restricting cultural capital and creative writing)
- Well being/Mental health (Impacting on behaviour, learning and socialising)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language
- Attendance
- Low aspiration/Learning attitudes & behaviours which can reduce potential attainment across all curricular areas

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. This is reflected in arithmetic assessments.

Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and in many cases their stamina has decreased. 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, some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has widened. The area needing greatest focus is comprehension and ensuring that children have a deeper understanding of what they are reading.

Foundation subjects

During the Spring and Summer terms of 2020 remote learning provision across the wider curriculum was limited. This means that there will be gaps in knowledge where children have missed the usual depth of teaching in some topics. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. We are ensuring that within our teaching in school and our online learning offer during lockdown we are now giving children a full curriculum and a range of online trips and experiences.

Emotional and Wellbeing

Children's experiences from lockdown have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be initially seen. Some children have found the transition back into full time school only to be back in lockdown again very challenging and will need extra support as a result.

Strategy	Costs & Lead staff member	Targets	Success criteria	Spending in action & planned outcomes	Impact measures
1.)School Academic mentor Y1/5	£19,000 (DfE partial funds) £987 JG	To support middle and higher ability pupils in maximising progress rates, focussing on gaps and misconceptions in learning	Employ academic mentor, full time. -Establish timetable and identification of pupils for in class support (Y1/5 Spring term) with agreed pre, initial and post learning approach.	The academic mentor works on a cycle basis with small groups of children. There will be mainly two tiers, children working from WT to Exp and from Exp to Exceeding	<p>Monitoring: This impact will be measured by termly attainment outcomes and progress measures, against individual target set in line with prior attainment.</p> <p>Teachers and mentors will collaborate to review the impact of their work towards this regularly in between the main data capture points.</p> <p>Outcomes: Pupils supported by the school's own</p>

					mentor will have higher rates of success in reducing gaps in understanding and will be able to tackle ARE learning without gaps as barriers.
TA extra time to work with intervention groups	£2680 JG	To support the bottom 20% of readers in KS1 To support middle ability and more able learners in maximising progress rates, in particular those who have missed school due to Covid 19 related issues e.g. self isolation or lockdown related as who have fallen behind their peers	Establish a balanced timetable with a large specific focus on bottom 20% of pupils in reading. Use pre teaching and over teaching to maximise potential for targeted pupils to achieve planned outcomes	Each day, the TAs will support the teacher with those in the bottom 20% for reading (Not replacing the teacher but ensure key pupils focus and sound out correctly during teaching) In Literacy lessons, the TAs will continue to ensure the correct application of phonics through children's writing. Particular focus will also be given to any absences related to having to self isolate etc out of school for small periods. This is to ensure no new gaps appear in learning on top of pre existing ones. They will ensure that the work that they do does not narrow the curriculum for children, limiting any out of class work.	Monitoring: This impact will be measured by termly attainment outcomes and progress measures, against individual target set in line with prior attainment. Teachers and mentors will collaborate to review the impact of their work towards this regularly in between the main data capture points. Outcomes: Pupils supported by the mentor will have reduced gaps in understanding and be able to tackle ARE learning without gaps as barriers.

Letterjoint handwriting scheme from Reception to Year 6.	£317 JC	To improve letter formation. To ensure that handwriting shows clear size, shape and orientation.	Children's handwriting is clear, consistent and neatly presented.	The programme was introduced in the Autumn term and is now fully embedded in the Spring term.	Measured in line with the targets from the termly Writing assessments.
IDL Literacy and Numeracy intervention programme	£698 JC DM	To support middle ability and more able learners in maximising progress rates, in particular those who have missed school due to Covid 19 related issues e.g. self isolation or lockdown related as who have fallen behind their peers		The programme was introduced in the Autumn term and is now fully embedded in the Spring term.	Measured in line with the targets from the termly Writing and Mathematics assessments.
Counselling	£2520 PDT	To offer anxious, worried and/or distressed children an opportunity to explore and understand their difficulties within a relationship of agreed confidentiality.	There is clear evidence of improved emotional wellbeing and mental health in pupils and their families.	The counsellors have developed a timetable and have been regularly working with the targeted children.	Monitoring: Engagement, resilience and general attitude towards school.

<p>Bedrock vocabulary</p>	<p>£699 (worth over £1200) JC</p>	<p>To raise understanding of Tier 2 vocabulary across KS2</p>	<p>Establish logins and timetabling within the curriculum (Twice weekly minimum) without narrowing learning wider curriculum entitlement</p> <p>Train staff on using Bedrock, logins and how to analyse data in weekly reports.</p> <p>Monitor staff use and impact on teaching and learning (in particular in literacy) and the improvement in vocabulary/comprehension of Tier 2 vocabulary of children.</p> <p>The school are to be provided with a monthly usage report for all classes.</p> <p>Pupils who have made the most progress and have scored the most attainment points across school are celebrated in whole school assemblies.</p>	<p>The school has signed up for 12 months of use of this platform. This Tier 2 vocabulary intervention is based on a bespoke 2 sessions a week, (20 minutes each) following an initial baseline. Over the two sessions 6 - 10 new words are covered, through 7 mini tasks for each lesson incl reading, simile's and antonyms / metaphors / sentence comp.</p> <p>Each child has an automatic ongoing word knowledge organiser bespoke to their area of vocabulary need within Tier 2 Children can ask at home (homework or home learning) or in school as part of an intervention or teaching</p> <p>Weekly reports automatically emailed to teachers to say who has completed tasks and any particular words that the children have struggles with and gives pupils instant feedback.</p>	<p>Monitoring: Books and pupil data from bedrock will be used to regularly to ensure pupils are making progress. This in turn will support planning, teaching and assessment, particularly around pupils Tier 2 use of vocabulary appropriate to their age.</p> <p>Outcomes: Pupils have a deeper knowledge and understanding of Tier 2 vocabulary with children using and demonstrating more appropriate vocabulary in achieving their target in reading and writing.</p>
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