



St. David's Catch – Up Premium Funding – 2020-21



Summary Information					
School	St. David's				
Academic Year	2020-21	Total Catch-Up Premium	£10,800	Number of pupils	107
Guidance					
<p>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.</p> <p>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.</p> <p>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.</p>					
Use of Funds (DFE Guidance)			EEF Recommendations		
<p>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.</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 students. Schools should use this document to help them direct their additional funding in the most effective way.</p>			<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting pupils' social, emotional and behavioural needs ➤ Supporting parent and carers ➤ Access to technology 		

Identified Impact Of Lockdown	
Maths	There are significant gaps in learning with early national analysis by the DFE indicating pupils are 3 months behind on average. The EEF report, "Covid-19 disruptions – Attainment gaps and primary school responses," (May 2021) reported that the attainment gap has widened between FSM-eligible pupils and their peers and those in Years 2 and 3 saw the largest estimates for gap widening. Pupils' attitudes to Maths is positive but we have identified regression in pupils' rapid recall of key facts (number bonds, times tables) and certain areas have not got the solid foundation of learning (for example fractions and measurement) to enable pupils to progress at the expected rate.
Writing	A number of our pupils have found the stamina required with writing extended pieces a particular challenge, especially those who had limited engagement in remote learning. Spelling has noticeably been affected, particularly in KS2 and there is also clear evidence that many pupils are not presenting their handwriting accurately. The accurate application of punctuation and grammar in pieces of writing has also noticeably regressed. This has then led on to many of our pupils lacking motivation to write for an extended period.
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, many children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide. The bottom 20% of readers have been disproportionately affected. The DFE has also reported that pupils are behind in English, an average of 2 months.
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.

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 St. David's, 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 categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools

i. Teaching and whole-school strategies

Strategies	Time Scale Finance / Resources	Leads	Success Criteria
High quality support every half term from our Maths consultant, Sarah Martin, working with all staff to identify gaps in learning, structure the medium-term plan using the Ready to Progress Prioritisation documents, develop subject knowledge and incorporate manipulatives to support and deepen learning. Additional training for the Maths lead to increase her subject knowledge and leadership skills.	Consultancy costs - £525 per day 1 day per half term Total - £3150 Supply costs for KI - £159 per day Total - £954	KI / HOSI	Each year group has a bespoke plan so that the order of learning is effective and builds on prior knowledge. The subject leader is confident in supporting and monitoring teachers to measure the impact of the teaching. The pupils have a clear pathway in their learning which is matched to their specific needs and staff are confident in what they are delivering. Staff subject knowledge in the effective delivery of maths is increased. Standards and progress will increase more rapidly across all ability ranges.
Purchase of White Rose Premium resources to support with home learning and in-school Maths delivery. Furthermore, purchase of TT Rockstars to support with rapid recall of Times Tables.	Annual purchase of White Rose Premium £120 TT Rockstars £95	KI	There is a consistent approach to delivering a maths curriculum which engages the pupils in a concrete, pictorial and symbolic learning style. All pupils access fluency activities alongside reasoning and problem solving, using accurate mathematical language. Parents can be supported at home during periods of isolation, with the online videos and activities. Pupils can access relevant videos at their level. Webinars are available to staff which supports with their professional development.
With reading remaining high profile at St. David’s, high-quality texts have been purchased for Key Stage Two pupils. School also purchased a licence for Reading Plus to support pupils with becoming curious, confident and lifelong readers by accessing the resources online.	Spring Term 2021 donated by the PTFA Reading Plus Licence £3577	JWi	Pupils have daily reading times to promote a love of reading through the use of high-quality texts. Pupils are inspired by what they read and apply this to increase the quality of their writing. Pupils use the Reading Plus resource to become engaged in reading and increase their skills in comprehension.

<p>Additional training on writing has been given through the Literacy Company and their Pathways to Write Programme. Staff have, along with the consultant, identified gaps in writing as a result of Covid and have planned units of work based around high-quality, shorter texts. Planning and books have also been purchased to deliver the scheme.</p>	<p>Pathways to Write training and resources – Spring and Summer 2021 £1809</p>	<p>JWi</p>	<p>Pupils are inspired and motivated to complete extended writing pieces. Pupils are exposed to a wider range of vocabulary to then implement into their writing. Teachers have a clear structure to teaching writing and strategies to increase the standard of writing by their pupils. The pupils are progressing in their writing, at times accelerating their progress and are working towards achieving their targets.</p>
<p>Trust support with engaging the pupils effectively in our Cornerstones curriculum. Staff received training on the Cornerstones curriculum, including how to engage pupils effectively and Doorways to Learning in light of potential learning loss through Covid.</p>	<p>Directed time</p>	<p>EHT / CK / JWi</p>	<p>Staff feel empowered to start a new unit in an engaging way to hook the pupils onto learning and have a clear rationale regarding the Cornerstones approach and how it all links together. Doorways promote discussion amongst pupils and staff thus developing subject specific language and knowledge. Pupils can talk about their topic and their learning.</p>
<p>Staff training on the assessment of writing through an in-school moderation activity initially, moving to Trust wide when time allows. The current focus will be on our greater depth writers.</p>	<p>Directed time</p>	<p>LMH / JWi</p>	<p>Staff subject knowledge of the assessment criteria is increased and more secure, as is the knowledge of the greater depth standards across the school. Staff build in opportunities to raise the standard of writing across the curriculum areas. Our greater depth pupils will receive the relevant input and support to ensure they are reaching their maximum potential in writing and any gaps are rapidly identified and supported.</p>
<p>The purchase of Jamf for iPads in school</p>	<p>£570 for a 3 year subscription</p>	<p>HT</p>	<p>The iPads are effectively managed by teachers so that pupils cannot become distracted when learning and engaging in activities. Teachers can plan specific, engaging activities that all pupils can access without the need to install on every individual iPad, thus improving the digital classroom. Pupils remain on the set task without becoming distracted by other features on the iPad.</p>
<p>Purchase of NFER assessments to support teachers with identifying gaps in reading and maths and assessing the pupils with greater accuracy.</p>	<p>£870</p>	<p>EHT</p>	<p>Pupils can access standardised assessments to demonstrate their strengths and areas of development in reading and maths. Teachers can identify strengths and gaps for individuals and the class as a whole to feed in to future planning and intervention.</p>

ii. Targeted approaches			
Strategies	Time Scale Finance / Resources	Leads	Success Criteria
1:1 and small group intervention in phonics, spelling, reading comprehension and maths with a focus on arithmetic. This will be delivered by a supply teacher who is familiar to the school, knows the staff and pupils and liaises effectively	Summer Term 2021 4 days a week 12 – 5 pm £159 per day Total £10,812	HT / HOSI / JWi / KI	Data analysis will indicate the pupils in these groups will make progress, and in some cases, accelerated progress towards their targets. Gaps will be addressed through small group intervention to support pupils with greater confidence in their learning. Gaps will narrow between disadvantaged pupils in the intervention groups and their peers. The personalised approach for these small groups will support pupils with making progress.
For 1 afternoon every week, Classes 2, 3, 4 and 5 teachers will be released by the supply teacher to deliver quality first teaching to small groups of identified pupils in reading and maths	See above	HT / HOSI / JWi / KI	Teachers have a greater understanding of the gaps in learning in reading and maths and can address this in future lessons. Pupils will make progress and will narrow the gaps in their learning. Disadvantaged pupils are accessing additional support in order to narrow the gaps. Pupils who were not as engaged during lockdown, have an opportunity to access missed learning and support in a small group in order to make positive steps towards achieving their potential.
The LTT SEND team to meet with staff, parents/carers and pupils with special educational needs to identify strategies, support and interventions to put in place to support progress. Staff also to have additional training on writing IEPs which are bespoke to each individual pupil in light of Covid-19 and the return to school.	1 day release per week and meetings as necessary. Directed time	SEND team	All SEND pupils will receive relevant targets which are bespoke to their needs. All staff will have strategies to support their SEND pupils and will have regular access to the SEND team for support. Our parents / carers of SEND pupils will develop good communication with the SEND team and will be informed of their child's progress and any measures taken to increase their child's progress. Communication with outside agencies involved with our pupils will be increased to ensure any necessary support required is brought in as efficiently as possible.

iii. Wider approaches			
Strategies	Time Scale Finance / Resources	Leads	Success Criteria
Development of the EYFS learning environment (indoors) to support pupils with self-regulation and metacognition.	Summer 2021 - 1 day staff release across the Trust and new resources purchased Resources £2000	EH / CK	Pupils in EYFS and Y1 to access an organised, calming environment which enables them to explore and be creative. Pupils develop greater independence and start to develop greater oracy skills as they engage in carefully selected and planned learning experiences.
All pupils to access the Coram Life Education Caravan to develop their understanding of relationships and health education. Pupils in Y6 to access a, "Brew and Biscuit," time with our HLTA to discuss any worries or concerns. Pupils across school use the Inside Out characters and zones of regulation to put their name on first thing in the morning so that staff are aware of any emotional needs of their pupils at the start of the day.	Summer 2021 Life Caravan £448	SS	Pupils start to understand their emotions and feelings and develop their emotional literacy. Staff have an opportunity to identify any pupils who may need additional intervention to support pupils with their SEMH needs through this experience. Any issues pupils have can be supported by staff in school and talked about in a safe and nurturing environment. Pupils know they have adults in school who can support them with their social and emotional needs. Behaviour in school is good and pupils can self-regulate and make the best choices.
The implementation of our Trust Recovery Strategy and our 8 Rs (Return to school, Rebuild Relationships, Re-establish Routines, Re-engage in Learning, Revise Knowledge and Skills, Re-assess all, Respond to Needs, Review Impact) to welcome pupils back in March and ensure pupils are ready to adapt to being back in school. Pupils will engage in wellbeing activities on their return.	Autumn 2020 and March 2021	EHT	Pupils return to school feeling safe and ready for learning. Staff have time to observe and support the pupils, identifying any additional needs or intervention required to settle their pupils back into school life. Pupils and staff have time to have high quality conversations and explore expectations of classroom behaviour.
Forest School sessions and Gardening activities have been planned to support pupils' wellbeing and engage them in our wonderful outdoor environment.	Summer 2021	KI	Pupils experience wider learning opportunities to develop their sense of wellbeing and experience alternative ways of learning. Staff observe pupils in a different environment and develop a deeper understanding of their pupils.

			<p>Pupils feel happier and calmer and recognise the positive effects of being outdoors and engaging in nature.</p> <p>Pupils develop their problem-solving skills.</p>
<p>School Spider implemented to build links between home and school by increasing communication opportunities. Parents supported with remote learning if necessary. Activities planned and policy written taking account of parents and carers who are working from home and may be limited to certain times when they can support their child(ren).</p>	School Spider	HT	<p>A meaningful relationship between school and home is developed.</p> <p>Teachers gain a greater depth of information about their pupils through communication with parents in both academic and SEMH needs.</p> <p>Parents and carers will feel more confident and reassured when supporting their child(ren) through their education.</p>
<p>The Remote Learning offer focuses on ensuring pupils remain engaged through morning and afternoon daily contact via Microsoft Teams. All teachers provided appropriate work and feedback and offered one to one virtual meetings to children who required more input.</p>	Directed time	HT / JWi / KI	<p>Pupils remain connected to their peers and class teachers.</p> <p>Pupils have continued with their curriculum entitlement and have accessed direct teaching and support.</p> <p>Pupils requiring additional support had 1 to 1 support virtually to help them to progress.</p>
<p>During periods of isolation, all pupils have access to devices to ensure engagement in remote learning. Our DFE allocated devices to be distributed to those families who need them.</p>	<p>8 laptops and 5 iPads were allocated (DFE) Along with 8 routers</p>	HT	<p>All pupils engage fully in online learning and technology is not a barrier.</p> <p>No pupil is at a disadvantage and has an equal opportunity to make progress in their learning.</p>
Total Spending		£24,405	
Total Funding		£10,800	
School's main budget contribution		£13,605	

