

St Gabriel's Catholic Primary School COVID19 Catch Up Premium

Context / Background

£650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. The fund equates to roughly £80 per child.

Education Endowment Foundation

It is up to schools how they spend their allocation, however the Education Endowment Foundation (EEF), commissioned by the DfE, has published guidance and advice on effective ways of using the Premium – this guidance is being seen as the starting point for all schools to work from.

The EEF has taken a three strand approach: 1. Teaching, 2. Targeted academic support, 3. Wider strategies.

For each of the strands they have made a series of suggestions:

Covid19 Catch Up Premium – Use of Funding:

Teaching	Targeted academic support	Wider strategies
<ul style="list-style-type: none">– High-quality teaching for all– Effective diagnostic assessment– Supporting remote learning– Focusing on professional development	<ul style="list-style-type: none">– High-quality one to one and small group tuition– Teaching Assistants and targeted support– Academic mentoring– Planning for pupils with Special Educational Needs and Disabilities (SEND)	<ul style="list-style-type: none">– Supporting pupils' social, emotional and behavioural needs– Planning carefully for adopting a SEL curriculum– Communicating with and supporting parents– Supporting parents with pupils of different ages– Successful implementation in challenging times

Accountability

Governors should scrutinise schools' approaches to catch-up from September, including plans for and use of catch-up funding. This should include consideration of whether schools are spending the funding in line with their catch-up / School Development Plan priorities.

During visits, Ofsted inspectors will discuss with schools how they are bringing pupils back into full-time education, which may include plans schools have to spend their catch-up funding.

EEF guidance and advice can be found at the following links:

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

DfE information can be found at:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#history>

School Overview

Number of Pupils	403 (April 2021)
Proportion of disadvantaged pupils	52
Catch Up Premium allocation (number of pupils x £80)	£32, 160

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

We are a Catholic school serving the parish of St. John the Baptist in Tamworth. 81%(September 2020) of our children are baptised Catholics. We welcome non Catholic families and our Catholic ethos is valued by all. We are located in the Belgrave ward. Analysis of the Indices of Multiple Deprivation for local super output areas reveals 36% of pupils live in bottom 30% of most deprived areas for income affecting children. 33% of pupils live in bottom 30%of most deprived areas for children's well-being.

Attainment on entry is average for the majority, however, statistical evidence on entry shows a large number of children with below average attainment on entry in aspects of literacy and numeracy. Many of our children enter school with speech and language issues and immature speech, with some pupils entering school already referred to Speech and Language service.

COVID 19 Context and Response

Like all schools nationally, the impact of Covid19 was felt at St Gabriel's. As a school we responded to the demands and challenges in a range of different ways.

Spring 2020 Lockdown

From 23rd March 2020, when all schools were closed nationally, St Gabriel's re-opened as a childcare facility for the children of key workers and vulnerable children (children with an EHC Plan or a social worker). Attendance of vulnerable children was good, especially when compared with the national average.

As well as the vulnerable children who were attending school, we also maintained contact with a significant number of other families who we identified as being in need of additional support. This support often took the form of regular contact through a weekly or more frequent phone call. Staff making the phone calls were often providing emotional well-being and mental health support and coaching for the children and their parents.

Throughout the Spring 2020 Lockdown, teachers provided Home Learning via weekly planners and online learning. Families who struggled to access work online were supported by printed packs of school work. Class teachers also stayed in contact with their classes during this time – this contact took the form of weekly newsletter messages, photograph and video messages and phone calls. When schools re-opened to a wider group of year groups (EY, Y1 and Y6 on 1st June 2020), class teachers and LSAs were re-deployed to teach a 'Bubble.' This, for a number of members of staff, meant teaching in a new year group. During this time, teachers continued to provide Home Learning for children from other year groups who were still at home.

A Food Bank was also established at school for families who needed this supported. The Food Bank was stocked through donations from staff, families and local businesses and was made accessible to a number of families – some of whom accessed this support on at least a weekly basis.

January 2020 – March 2020 Lockdown

Following the closures of schools, at the start of the Spring Term, to all children except vulnerable children and the children of key workers, we implemented our remote learning plan. This was delivered via Microsoft Teams and Sway. Each class had a daily timetable of lessons (via Sway) and at least one live interaction (via TEAMS) with their class teacher. Teachers and SLT monitored engagement with provision. Engagement was good throughout the Lockdown period. Those children / families who were not engaging with our remote learning provision were contacted and support put in place – this included using laptops provided by the DfE, providing paper copies of work and providing individual support to help parents understand how to access our remote learning. Children with SEND were provided with differentiated work and, where necessary, individual work.

Throughout the all the Lockdown periods the school also worked closely with outside agencies, including Health and Safety agencies, to ensure that we were fully aware and compliant with the most up-to-date guidance on the way schools should be operating currently. This involved us creating and then maintaining two key documents – a Risk Assessment and a Daily Plan. Details and copies of these documents, as well as other material and resources to support children and families, can be found in the Covid19 section of our school website (<http://www.st-gabriels.staffs.sch.uk/covid-19-info/>)

Assessment

Following the wider re-opening of schools on 8th March, we assessed our children (using a combination of Teacher Assessment and testing) in reading, writing and maths. This information / data was shared by class teachers with SLT during Learning Reviews at the end of the Spring Term.

Principles

1. This is a working document.
2. More specific documents to reflect the particular work and the **impact of intentions** will develop as the particular recovery strategies are **implemented**.
3. No recovery or catch up strategy will be effective without consistent high quality first teaching.

Catch Up Premium – Plan:

Support Strategy Title	EEF Support Strategy Category	Rationale	Description of Strategy	Link to 2020-2021 SDP	Key Persons	Budget Spend	Timescale / duration
Year One Phonics Support	High-quality one to one and small group tuition (Targeted academic support) .	Securing phonics skills as key part of early reading development.	Additional experienced teacher to support phonics provision in Year One. Additional small group phonic booster sessions focusing on securing previously taught phases and new sounds. Further information about this intervention is available via this link.	Early Reading focus – embed, adapt and / or amend approaches to phonics and guided	Mrs Hughes Mrs Golby Mrs Hawker Mrs Watson (additional teacher)	1.5 days x week supply teacher. (Based on 12 weeks: £3,600)	Spring / Summer Term Additional teacher in school 1.5 days a week from week

				reading in EY / Y1 (and potentially other year groups as well) which were successfully developed last year.			beginning 22.03.2021
Accelerating Reading Progress in targeted Year One and Year Two children.	<p>Effective diagnostic assessment (Targeted)</p> <p>Teaching Assistants and targeted support (Targeted academic support).</p> <p>Planning for pupils with Special Educational Needs and Disabilities (SEND) (Targeted academic support).</p>	<p>Developing new strategies in securing early reading skills. Closing reading gaps before they open through research / evidence based strategy approach.</p>	<p>Involvement in Staffordshire Educational Psychology Service intervention – ‘Accelerating Reading Progress’ aimed at Year One and Year Two children.</p> <p>Daily reading sessions based around: Teaching sight vocabulary target using direct instruction (2 minutes) ▪ Teaching phonic skills target using direct instruction (2 minutes) ▪ Reading together from a real book (10 minutes)</p> <p>Impact of intervention to be evaluated at school, district and LA level.</p> <p>Training for staff involved delivered by Staffordshire Educational Psychology Service.</p> <p>Further information about the intervention is available via this link.</p>	<p>Early Reading focus – embed, adapt and / or amend approaches to phonics and guided reading in EY / Y1 (and potentially other year groups as well) which were successfully developed last year.</p> <p>Working with SENCO, further</p>	<p>Mrs Hughes Miss Gamon Mrs Cox</p>	<p>15 hours of additional TA support per week.</p>	<p>Summer Term.</p> <p>TA delivering sessions from week beginning 03.05.2021</p>

	Focusing on professional development (Teaching)			develop range of reading interventions which staff, including LSAs, are currently delivering.			
Support Strategy Title	EEF Support Strategy Category	Rationale	Description of Strategy	Link to 2020-2021 SDP	Key Persons	Budget Spend	Timescale / duration
Securing Key Learning.	High-quality teaching for all (Teaching) High-quality one to one and small group tuition (Targeted academic support).	Securing curriculum knowledge and preparing children for next stage in learning.	Additional experienced teacher to support reading, writing and maths provision in Year Five. Additional support in reading, writing and maths based sessions – either in classroom or via small groups – during the morning. Afternoon catch up sessions – either individually or small group – for targeted children. Further information about this support can be found via this link.	To develop and refine our Curriculum provision – in particular Reading and Remote / Blended Learning – to ensure that it is accessible, engaging, supportive and challenging.	Miss Cunningham Mrs Buckroyd Mrs Biddle (additional teacher)	2 days x week supply teacher. (10 weeks: £4,000)	Summer Term Additional teacher in school two days a week from week beginning 19.04.2021
Securing Key Learning (small group tuition Y5).	High-quality one to one and small group tuition	Securing curriculum knowledge and	Small group tuition sessions to prepare / support children for next stage of learning – Year Five.	To develop and refine our Curriculum	Miss Cunningham Mrs Buckroyd	4 x 1 hour sessions per week. (£1,000)	Summer Term

	(Targeted academic support).	preparing children for next stage in learning.	Weekly 1 hour sessions for 5 – 6 children with class teacher focusing on key learning objectives in reading, writing and maths.	provision – in particular Reading and Remote / Blended Learning – to ensure that it is accessible, engaging, supportive and challenging.			Week beginning 3 rd May.
Securing Key Learning (small group tuition Y2).	High-quality one to one and small group tuition (Targeted academic support).	Securing curriculum knowledge and preparing children for next stage in learning.	Small group tuition sessions to prepare / support children for next stage of learning – Year Two. Weekly 1 hour sessions for 5 – 6 children with class teacher focusing on key learning objectives in reading, writing and maths.	To develop and refine our Curriculum provision – in particular Reading and Remote / Blended Learning – to ensure that it is accessible, engaging, supportive and challenging.	Miss Gamon	2 x 1 hour sessions per week. (£500)	Summer Term Week beginning 10 th May.
Support Strategy Title	EEF Support Strategy Category	Rationale	Description of Strategy	Link to 2020-2021 SDP	Key Persons	Budget Spend	Timescale / duration

<p>Securing reading skills and developing a love of reading (resources)</p>	<p>High-quality teaching for all (Teaching).</p> <p>High-quality one to one and small group tuition (Targeted academic support).</p> <p>Communicating with and supporting parents (Wider strategies).</p> <p>Supporting parents with pupils of different ages (Wider strategies).</p>	<p>Securing reading skills through high quality book based resources.</p>	<p>Purchasing of additional reading book resources.</p> <p>Following reading resource audit by English co – ordinators a range of books and texts identified to support reading in school and at home.</p> <p>Books selected support school reading approach and are phonically decodable.</p> <p>Books selected also support parents and carers using books at home with key tips, reminders and suggestions for questions etc.</p> <p>To help promote our ongoing work on developing a love of reading Class Libraries / Book Areas to be developed and additional resources identified and purchased.</p>	<p>Early Reading focus – embed, adapt and / or amend approaches to phonics and guided reading in EY / Y1 (and potentially other year groups as well) which were successfully developed last year.</p> <p>On-going review of current reading resources and identification of potential areas of need.</p>	<p>Mr Bright Mrs Hughes</p>	<p>£2,400</p> <p>£4,500</p>	<p>Summer Term.</p> <p>Summer Term.</p>
<p>Developing SENCO subject</p>	<p>Focusing on professional</p>	<p>Developing in-school capacity to</p>	<p>Purchasing of additional resources and training to support SENCO and develop bank of SEND assessment resources.</p>	<p>SEND identified as</p>	<p>Mr Bright Miss Gamon</p>	<p>£1,000</p>	<p>Summer Term onwards</p>

<p>knowledge and bank of resources to assess needs of children in school.</p>	<p>development (Teaching).</p> <p>Planning for pupils with Special Educational Needs and Disabilities (SEND) (Targeted academic support).</p>	<p>quickly identify and assess needs (SEND).</p>		<p>key area on current SDP.</p>			
<p>Securing Key Learning (Y4 SEND children)</p>	<p>High-quality one to one and small group tuition (Targeted academic support).</p> <p>Planning for pupils with Special Educational Needs and Disabilities (SEND) (Targeted academic support).</p>	<p>Securing curriculum knowledge / support plan targets and preparing children for next stage in learning.</p>	<p>Small group sessions focused on key curriculum knowledge and support plan targets.</p> <p>Weekly sessions for 5 – 6 children with LSA focusing on key learning objectives in reading, writing and maths and support plan targets.</p>	<p>SEND identified as key area on current SDP.</p>	<p>Mrs Ewings</p>	<p>3 additional LSA hours weekly</p>	<p>Summer Term (week beginning 3rd May onwards)</p>

Support Strategy Title	EEF Support Strategy Category	Rationale	Description of Strategy	Link to 2020-2021 SDP	Key Persons	Budget Spend	Timescale / duration
Supporting early speech and language skills.	<p>Effective diagnostic assessment (Teaching)</p> <p>High-quality teaching for all (Teaching).</p> <p>High-quality one to one and small group tuition (Targeted academic support).</p> <p>Communicating with and supporting parents (Wider strategies).</p> <p>Focusing on professional development (Teaching).</p>	<p>Significant evidence base suggests that the restrictions linked to the pandemic have impacted on early language acquisition.</p>	<p>Early Years classes to be involved in Nuffield Early Language Intervention.</p> <p>Training opportunities for key colleagues identified.</p>		<p>Mrs Coakley</p> <p>Mrs Dancey</p>	£1,000	Summer Term onwards

<p>Promoting well – being through our Catholic Life ethos.</p>	<p>Supporting pupils’ social, emotional and behavioural needs (Wider strategies).</p>	<p>Well – being has always been a priority for us and has always been underpinned by our Catholic Life ethos and our daily engagement with prayer and Collective Worship.</p>	<p>Prayer Garden Purchasing of resources to develop well – being and sensory resources in the prayer garden.</p> <p>One Life Purchasing of Virtual Retreats which help promote emotional well – being through the children’s faith lives.</p> <p>Prayer and Collective Worship Purchasing of related resources to support our prayer and Collective Worship work – especially to help teachers respond to needs caused by current pandemic.</p> <p>Further information about this support can be found via this link.</p>		<p>Mrs Townsley</p>	<p>£500</p> <p>£500</p> <p>£300</p>	<p>Summer Term onwards</p>
<p>Promoting well – being through engagement with nature</p>	<p>Supporting pupils’ social, emotional and behavioural needs (Wider strategies).</p>	<p>Engagement with the world is a key part of the Early Years curriculum. Restrictions linked to the pandemic have significantly limited children’s opportunities</p>	<p>Development of Early Years Outdoor Area.</p> <p>Creation of Mud Kitchen.</p> <p>Additional resources for the current garden to increase opportunity and access.</p> <p>Purchasing of natural world resources (for example – bird feeders).</p> <p>Purchasing of outdoor resources to support Gross Motor Development.</p>		<p>Mrs Coakley</p>	<p>£4,000</p>	<p>Summer Term onwards</p>

		in this area. This has also impacted on children's opportunities to develop gross motor skills.					
Promoting well-being and good mental health through exploration of emotions and techniques to build resilience	Supporting pupils' social, emotional and behavioural needs (Wider strategies).	National studies have shown that many children's mental health has been adversely affected by the pandemic.	<p>Purchasing of books to support teachers with techniques for addressing mental health/emotional intelligence/resilience.</p> <p>Book 1 = Fall off, Get back up; keep going by Clare Balding https://www.amazon.co.uk/Fall-Off-Back-Keep-Going/dp/1526363410</p> <p>Book 2 = The Huge Bag of Worries by Virginia Ironside. https://www.amazon.co.uk/Huge-Bag-Worries-Virginia-Ironside/dp/0340903171</p> <p>Purchasing of a whole school singing programme to support emotional well-being through singing outside and, as we are gradually allowed to, inside again too. https://www.singup.org/membership/4-to-11-large</p> <p>Primary Quo Vadis resources</p>		Mrs Taggart	<p>Teaching resources/books 15 copies of each – 15 x c£10 + 15 x c£5 = c £225</p> <p>Singup membership for one year £285</p>	<p>From summer 21 – summer 22 And ongoing benefits as teachers will have learned new skills</p>

			<p>New programme of resources created by Kenelm Youth Trust to support emotional well – being and mental health of children within a Catholic context:</p> <p>'Primary Quo Vadis' is a Catholic mental health and well-being resource for Year 4-6. This programme will support children with mental health and well-being, to empower them to make choices and enable them to reflect and 'gather' as a Catholic community through shared experience, even during a time of social distancing. With high quality videos, moments of collective worship and an amazing pupil journal to accompany every session, Primary Quo Vadis will help students to understand their feeling and emotions in a new and positive way.</p> <p>Primary Quo Vadis - KENELM YOUTH TRUST</p>		Mr Bright	£500	Summer Term 2021
Support Strategy Title	EEF Support Strategy Category	Rationale	Description of Strategy	Link to 2020-2021 SDP	Key Persons	Budget Spend	Timescale / duration
Promote the fluent recall of key facts in maths across the whole school	<p>High-quality teaching for all (Teaching).</p> <p>High-quality one to one and small group tuition</p>	Children have become less confident in their key facts in maths over the last year and gaps	<p>All staff are to implement a KFC (key facts check) session every day where they revise and practice the children's recall of key facts.</p> <p>Class teachers are already seeing the progress that children can make by practising every day.</p>	Maths - key priorities	Mrs Taggart	No additional funding required for this strand.	From summer 21 and ongoing

	(Targeted academic support).	have appeared. (evidence in each class e.g. year 2 having to work on year 1 unit additions; year 6 having to work on names of angles)	A times tables focus in year 3 and 4 as part of the KFC including participation in the optional MTC for this year. This will lead to more confidence ready for the statutory start of the MTC in summer 22 and more children having fluent recall of key facts ready for year 5.				
Promoting and securing CPD for colleagues.	Focusing on professional development (Teaching)	Current restrictions mean that accessing CPD via online / virtual pathways has become more important.	<p>Access to the National College for the next 12 months (and potentially longer).</p> <p>National College – via its website and App offers a wide range of key education topics - assessment, teaching and learning, subject specific training, safeguarding, SEND, etc. - through webinars and video courses.</p> <p>National College resources will be shared with staff during CPD time, staff meetings, INSET Days etc.</p> <p>Colleagues will be able to maintain a record of the training they complete.</p>		Mr Bright	£995	May 2021 – May 2022