

# St Mary's C of E Primary School COVID-19 Catch-Up Funding Action Plan

## SUMMARY INFORMATION

Total number of pupils:	622	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£49,760		

## STRATEGY STATEMENT

We believe every child should be supported to attain just as highly, and progress just as quickly as if their learning had not been impacted by the pandemic. To this end our overall aim is;

- To raise the attainment of all pupils to close the gap created by the COVID-19 school closures
- To reduce the attainment gap between the disadvantaged children and their peers

Following our experience of the first lockdown, where those without easy access to online learning were most disadvantaged, our core approaches are to;

- Ensure that every child has access to a Chromebook (or equivalent device) for use at all times (not only during distance learning)
- Careful tracking of engagement with learning
- Targeted intervention and support for those falling behind

## BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning due to low engagement in online learning
B	Gaps in learning due to low prior attainment, compounded by interruptions to learning on site

## ADDITIONAL BARRIERS

External barriers:

C	Emotional impact of lockdown
D	Lack of access to appropriate digital devices for home learning

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Give teachers additional release time to undertake gap analysis for all pupils	Establish clear starting points for every child, and adapt curriculum to address gaps	<a href="#">Based in best practice as identified in EEF's COVID-19 support guide for schools</a>	Pupil progress meetings and internal monitoring	Assessment lead	Half-termly in line with assessment schedule
Give teachers additional training in supporting well-being and promoting resilience	Children bounce back quickly from the first lockdown, and have resilience to cope with any future periods of isolation and/or distance learning	Our prior experience of working with the MindUp programme	SLT discussion, pupil interviews, observations	Senior team and PSHE lead	ongoing
Total budgeted cost:					£10,000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Early literacy project – EYFS and Year 1	Close the gap between disadvantaged children and their peers in phonics and early story telling	See ' <a href="#">Ideas for year 1 and reception resources</a> '	Clear rationale Training for staff Observations of teaching and learning	SL and EYFS and year 1 teams	Ongoing – as part of assessment cycle
Additional phonics	Accelerate the progress of any child with gaps so that they reach age-related expectations by the end of the academic year	See ' <a href="#">Ideas for year 1 and reception resources</a> '	Training to teachers Training for TAs Investment in extra staffing to provide additional phonics support	KS1 lead and literacy lead	Progress reviewed half-termly
Maths Mastery	Close gaps using NCETM ready to progress materials	Strongly founded in Mastery principles	Year leaders to have support from Mastery lead Training for teachers Monitoring of planning teaching and learning	Teaching for Mastery specialist lead	Ongoing – as part of assessment cycle
Reading fluency project	Accelerate the progress of underperforming readers	Herts for Learning project had already been started prior to all the lockdown and shown strong impact	Training for teachers Appropriately staffed and timetabled	Literacy lead	Ongoing – as part of assessment cycle
Reading Eggs	All children continue to progress in their reading, regardless of whether they are learning on site or not	All children need to be reading regularly. Reading Eggs allows all our families to access digital reading resources all the time – particularly important during any periods of time when they are not learning on site	Training for teaching Monitoring of use	Literacy lead	Reviewed half-termly
Booster groups	To accelerate progress of target children	Founded in the principle of intervention being different from and additional to quality first teaching. Delivered by class teachers to groups in their year group they have identified and areas of the curriculum they know are gaps.	Monitoring of provision and outcomes – with additional support and training offered where needed	Assistant Head	Reviewed half-termly
Total budgeted cost:				£25,000	

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Run a Chromes for Loan campaign, and match funding from COVID-Catchup premium	Ensure that every child has access to a digital device as soon as possible to support learning throughout the year – and to mitigate risks of future disruptions to learning	The first lockdown showed that the gap between those with access to devices and those without grew during the first lockdown.	<p>Effective and timely procurement of devices</p> <p>Training for children in use of Chromebooks and access to Google classroom</p> <p>Integration of use of Google classrooms for homework to ensure all children have practiced access throughout the year</p> <p>Careful targeting of Chromes for Loan to those families in greatest need</p> <p>Data base of loans so that any future use for distance learning can be tracked</p>	Sarah Lewis	Termly
Continue to invest in extended arts experiences	To enable all children to have additional experience to express themselves, and to collaborate creatively with peers	<p>EEF reports the need to children to have support for mental health and well-being</p> <p>The need to close the gap for social and artistic experience also missed through lockdown</p>	<p>Liaise with known arts groups to develop programs</p> <p>Integrate with staff training</p>	SL with Arts Partners	Ongoing – and at the end of each project
Total budgeted cost:					£15,000