

St Thomas of Canterbury School Catch-Up Premium Plan 2020-2021



Summary information					
School	St Thomas of Canterbury School				
Academic Year	2020-21	Total Catch-Up Premium	£16000	Number of pupils	210

Strategy Principles

Overall aim of spending: To target the lowest 20% of pupils to close the gap and bring those pupils to expected levels of achievement.

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.

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.

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.

The overall aims of your catch-up premium strategy,:

- To reduce the attainment gap between our lowest 20% pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Use of Funds

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 [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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

<p>Use of Funds at St Thomas of Canterbury</p> <ol style="list-style-type: none"> 1. Employment of an additional teacher to facilitate <ul style="list-style-type: none"> - Targeted support for Maths – current Year 6 and 2. Third Space Learning – Computer based tutoring programme for maths. 3. Reading for Pleasure Project – Open University Research Led initiative 4. TISUK – Trauma Informed Schools UK to achieve a diploma trained member of staff 5. To ensure all pupils reach the end of yellow / start of blue level in RWI by the end of Year 1. This would ensure all pupils confidently reach at least Phonic screen pass levels. This is inclusive of ensuring that all children in Year 2 pass the PSC and are off RWI at the earliest possible opportunity in 2020/2021. 	<p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
---	--

Identified impact of lockdown	
<p>Maths</p>	<p>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’.</p> <p>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.</p>
<p>Writing</p>	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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.</p>
<p>Reading</p>	<p>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, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. The bottom 20% of readers have been disproportionately affected, particularly in Y1 and Y2.</p>

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 powerful curriculum moments.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Cognition & Learning - Reading Fluency which impacts upon Reading Comprehension
B	Cognition & Learning – Difficulties with working memory & gaps in understanding of basic mathematical strategies.
C	Emotional Regulation: Challenges around regression in social awareness and competencies during school 'closure'

ADDITIONAL BARRIERS

External barriers:

D	Lower than usual Behaviors for Learning; more passivity due to being out of school for extended periods.
E	Lack of face to face engagement with some pupils
F	Trauma as a result of experiences in Lockdown (defined by ACES)

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?	Anticipated Cost
Developing a whole school culture of love of reading, particularly for the most disadvantaged pupils (bottom 20%)	<p>Reading for Pleasure Project with the Open University See http://www.open.ac.uk/research/impact/reading-pleasure-changing-professional-practice</p> <p>Research by The Open University's Centre for Research in Education and Educational Technology (CREET) has developed a successful approach, which is encouraging tens of</p>	<p>Improved outcomes for pupils in Reading (fluency & comprehension) Targeting vocabulary development.</p>	LM/SL/LC	On-going	£0

	thousands of primary school children to read for pleasure. The will to read influences the skill, so this work will be impact upon children's life chances.				
To ensure all pupils graduate from the RWI phonics programme by the end of Y1	<p>RWI Phonics Programme</p> <p>EEF Research</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p>	<p>March 2021:</p> <p>84% of children on track</p> <p>4 children not on track receiving tutoring twice per day</p>	ZM/LW	Every four weeks for any children below	£0
Total budgeted cost					£0

ii. Targeted approaches					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	Anticipated Cost
For all children in Y2 to have passed the PSC at the earliest possible opportunity and for all children	Additional teaching capacity for 3 days per week targeting the bottom 20% readers	By December 2020, 66% of children had left the programme, with 93%	LW/ED/LC	Every four weeks	£8616

cognitively capable to be off the phonics programme (RWI) by Christmas 2020		having passed the PSC. Support to continue into Spring Term 2021.			
For all children cognitively able to be working at the Expected Standard by the end of the summer term 2021 in Y6 in Reading and Maths	Employment of an additional teacher to facilitate Targeted support for Reading and Maths in Y6	Reading: 60% December 2020 Maths: 52% December 2020 Support to continue	LM	Every four weeks	£3304
For any pupils almost at expected in KS2 in maths to be on track by the end of summer term	Third Space Learning – Computer based tutoring programme for maths for 10 children	On-going assessments provided by Third Space Learning	LC	Every four weeks	£1619
Total budgeted cost				£13539	

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	Anticipated Cost
The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered children who can participate and contribute to school life.	TISUK Trauma Informed Schools UK Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning		EL/NH	July 2021	£1341
Total budgeted cost				£1341	

	Cost paid through Covid Catch-Up	£14880	
	Cost paid through charitable donations	0	
	Cost paid through school budget	0	