



SMAAA Catch Up Funding 2020-2021

Believe Achieve Belong...together with Christ

Summary information

School	St Michael and All Angels Primary School				
Academic Year	2020-21	Total Catch-Up Premium	Approx. £30,840	Number of pupils	411

Guidance

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 is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Year Reception through to Year 6.

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.

Use of Funds **EEF Recommendations**

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

- 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

use this document to help them direct their additional funding in the most effective way.

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

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

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 pupil progress meetings and teacher's early 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. 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. Presentation of work has also suffered. Pupils accessed spelling shed during lockdown as this was more accessible on phones due to a lack of technology availability.
Reading	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 has grown from the same assessment point last year. Our pupils love to read but are less motivated to access comprehension activities and this was reflected during lockdown.
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.
Additional information	St Michael and All Angels Primary School has also used its budget, prior to the announcement of Funding, by relocating staff to focus on individual year groups to provide Reading Intervention, Mental Health and Well -Being support. CPD for online learning to support staff teaching was accessible for all staff. Investment in remote online reading for parents and parents was purchased along with spelling, maths and reading resources.

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 and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Lost Learning Curriculum and "End Points" to be reviewed by Subject Leaders.</p> <p>The Year group to suffer the greatest in terms of being ready to learn has been Year 1. In order to build on the pre-requisite skills of listening and attention, physical skills/phonics from EYFS, additional resources are needed to enhance Year 1 continuous provision and plug gaps in Phonics.</p>	<p>Reading Purchase of: (Catch up Funding: (£) Budget allocation £2000 on new schemes of work.</p> <p>Purchase additional resources for Year 1 and additional adult resources to support its delivery, particularly reading books.</p> <p>Catch up Funding (£4000)</p>	<p>July 2021</p> <p>Additional teaching support has been utilised to support phonic skills in the Spr term.</p> <p>As the summer term begins support will be allocated to Yr 1 reading and number skills.</p> <p>Following review of progress across the year group the number of pupils identified for support=</p> <p>Reading Yr 6 (during Key Worker attendance of on-site provision and when children returned)</p> <p>Reading Yr 5- preparing for Yr 6 and transition to High School Sept 2022</p> <p>Reading Yr 3- support for transition from Key Stage 1 to Key Stage 2</p> <p>Phonics- Reception pupils who attended Key Worker provision and those who returned during re-opening</p> <p>Reading Yr 1- catch up of reading skills and phonics</p> <p>Phonics- Yr 1 & Yr 2</p> <p>Maths- Multiplication skills Key Stage 2</p> <p>Maths- 4 operational skills of addition/subtraction/division and multiplication</p> <p>Review progress in July 2021.</p> <p>Reading Progress</p> <p>Yr 6 focus group 100% of the targeted group achieved the expected EOY standard for Yr 6</p> <p>Yr 5 focus group 70% of the targeted group achieved the expected EOY standard for Yr 5</p> <p>Yr 3 focus group 70% of the targeted group achieved the expected EOY standard for Yr 3</p> <p>Yr 1 focus group 80% of the targeted group achieved the expected EOY standard for Yr 1</p> <p>Phonic Progress</p> <p>Yr 1 focus group 80% of the focus made expected or more than expected progress in achieving their EOY targets</p>	<p>LB/JMcK/GH/AC/MT/ET</p> <p>LB/JMcK/GH/AC/MT</p>	<p>March 2021 and July 2021</p>

		<p>Yr 2 focus group 70% of the focus made expected or more than expected progress in achieving their EOY target</p> <p>Yr 3 focus group 70% of the focus made expected or more than expected progress in achieving their EOY target</p> <p>Maths Progress</p> <p>Yr 1 focus group 80% of the focus group made expected or more than expected progress towards their maths targets</p> <p>Yr 4 focus group 80% of the focus group made expected or more than expected progress towards their maths targets</p> <p>Yr 6 focus group 90% of the target groups made expected or more than expected progress towards their EOY target</p>		
<p><u>Pupil Assessment and Feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>We have purchased additional books to support reading groups and phonic teaching to help teachers in both delivering and assessing. All pupils will undergo a formal reading test to ascertain progress. Premium maths was purchased to support teachers in planning and assessing the White Rose Maths.</p> <p>White Rose Maths £160</p> <p>Timestables Rockstars £130 (parents can access at home)</p> <p>Oxford Owl £500 (parents can access at home)</p> <p>Spelling Shed £300</p> <p>Purchase of nfer tests Summer 2021 £....</p>	<p>Assessment information as above</p>	<p>LB/GH/CE/AC /ET</p>	<p>March 2021 and July 2021</p>

<p>Mental Health and Well being</p> <p>To assess and support pupils resilience during the pandemic. Resilience measurement scale with 10 descriptors, used as a screening tool to assess children's resilience and emotional well-being and to inform appropriate interventions, and to measure improvement.</p> <p>Suggested interventions for each of the 10 descriptors 2x staff training sessions with PowerPoint® presentations and trainer notes 1x Parent/carer information/engagement session (letter and handout templates provided) 2x assemblies (KS1 and KS2) to explain 'resilience' to children</p>	<p>Jigsaw resilience (£200) Catch up Funding (£100) PSHE Association Online resources (£130)</p> <p>Pupil Premium allocation £8500</p>	<p>March 2021 Pupils completed resilience questionnaire and groups identified for additional resilience work. High levels of positive attitudes to learning across all year groups. Whole Class Teaching (WCT) to support resilience from the Jigsaw resource.</p> <p>Wellbeing Award supporting class and year group based on the 5 Ways to Wellbeing.</p> <p>Review All year groups were able to confidently use the Jigsaw profile information to identify pupils who needed support. Yr 3-6 pupils Yr 4-6 pupils Yr 5-5 pupils Yr 6-6 pupils Pupils personal folders reflect progress made in applying those skills and the pupils personal journeys towards greater resilience.</p>	<p>JMcK/SR/MT/ CL</p>	<p>March 21 and July 2021</p>
<p>School Improvement Liverpool</p> <p>Support for staff and CPD for the assessment of gaps in Learning for both English and Maths.</p>	<p>School Improvement Liverpool Catch up resources. Catch up Funding £250 English Catch up Funding £250 Maths Staff Cover £2000</p>	<p>School Improvement Liverpool CPD supported Subject Leaders when identifying core learning for each year group. Big Question planning could then be completed by year groups. Next Steps Summer term- to plan curriculum maps for Sept 2021.</p> <p>Review Subject Leader Governor Reports reflect CPD for Subject Leaders and their planning of support for colleagues in year groups. Planning adapted and embedded – outside consultant visits verify progress made by Subject Leaders.</p>	<p>JMcK LB</p>	<p>Feb 21 July 2021</p>
<p>Total budgeted cost</p>				<p>£ 9,900</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition including HLTA</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>In addition to restructuring of staff.</p> <p>Phase 1 (Targeted Reading Interventions in Year 1/Yr 2/Yr 6) Aut 2020 and Spr 2021 Yr 1 and Yr 2 and Yr 6 Yr 1 x2 staff in each year group each day for 1:1 and group targeted support Yr 2 X 3 staff between a small year group of 50 pupils Feb onwards 4 members of staff Yr 6 4 members of staff each day including HLTA</p> <p>Phase 2 Spr 2021 and Sum 2021 Yr Rec/Yr 3/Yr 4/Yr 5 Rec x 4 teachers each day a.m. Yr 3 to Yr 5 employed teacher to target identified pupils from assessments Catch Up Funding £cost of supply</p>	<p>Reading assessments from Dec 2020 to March 2021 were used to identify pupils. Review</p> <p>Pupils making progress July 2021: EYFS= 70% Yr 1=80% Yr 2=80% Yr 3=70% Yr 4=90% Yr 5=80% Yr 6=100%</p>	<p>LB/ AC/ET/MT /GH</p>	<p>March 2021 and July 2021</p> <p>July 2021</p>
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p>Additional online resources have been bought such as Education City to support pupils learning at home. Spelling Shed has been purchased so that children can practice at home. Oxford Owl Spelling Frame –online spelling</p>	<p>March 2021 Pupils returning to school March 2021 reflected high levels pf engagement. Parents were asked for their views on what they would like school to develop for home learning e.g. more teacher videos etc.</p>	<p>CL/LB/MT /MG/AD</p>	<p>Jan 2021 and July 2021</p>

	<p>Review</p> <p>Questionnaires impacted on how reading and other home support was targeted Sepr 2022. Additional RWINc books purchased so that pupils had multiple copies of texts to read at home and in school.</p>			
<p>SALT intervention</p> <p>Designed for Reception ages children and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>EYFS training and release to administer. Catch up Funding £300 DFE funded project.</p> <p>Review</p> <p>SALT support information see SENCO. Next Steps Funding for Wellcom training and specialist teacher to administer the assessments Aut 2021. Wellcome information Aut 2021 for EYFS available.</p>		ET/LB	Feb 21 And July 2021
<p><u>Extended school time</u></p> <p>Identified children in Year 1, 2 and 6 are able to access a weekly catch-up club (1hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Phase 2 NTP</p> <p>Year 6 Spring Interventions Year 2 Spring Interventions Catch Up Funding £4500 Pupil Premium Funding £1500</p> <p>Review</p> <p>Yr 2=80% Yr 3=70% Yr 4=90% Yr 5=80% Yr 6=100%</p>		JA GH Employed teacher	Ongoing
<p><u>Access to technology</u></p> <p>When pupils are isolating, they will have access to a laptop to access all online learning and zoom lessons while at home.</p>	<p>Leaders will ascertain who is eligible for a device through the laptop scheme for disadvantaged pupils. Any pupil requiring a laptop for home learning, can borrow one for a two-week period.</p>	<p>Pupils who required a device were able to access the online learning.</p>	LB/CL/MT /MG	Feb 2021 And July 2021

Teachers have access to Zoom to deliver online lessons when class bubbles are isolating	To ensure a good home learning package which is accessible and enables all pupils to access.	Total oflaptops were distributed during the Spr term 2021.		
			Total budgeted cost	£16,800

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. Catch Up Funding: £1231 Review Stationery packs for families post-lockdown would be helpful for home learning.	Paper packs of work distributed were all supported with exercise books and stationery. Parents could access stationery throughout the Spr 2021 lockdown.	MT/CL/LB MT	Feb 21 July 2021
<u>Access to technology Chrome Books</u>	Catch Up Funding Oak Academy Supply Costs for staff training to access online learning Aut 2020 and Spr 2021.	Access to laptops/chrome books 90% of the technical support equipment was utilised by		Feb 21

<p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops within their classrooms which allow the teachers to teach pupils how to access Oak academy whist at home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase 30 Chromebooks. Chromebooks can now be used by the children to support the curriculum. They can also be loaned to parents in KS 1 to support home-learning if needed.</p> <p>Catch Up Funding £8410</p>	<p>families who were in receipt of FSM funding and support.</p>	<p>CL/JF/LB/MT</p>	<p>Feb 21</p>
Total budgeted cost				£8410
				Cost paid through Covid Catch-Up
				£30,840
				Cost paid through school budget
				£4270