



Catch-Up Premium Plan

St Helen's CE Primary School

Summary information

School	St Helen's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,320 plus additional £6,000	Number of pupils	224

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, particularly at St Helen's. 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.

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

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 arithmetic assessments. For Y6 pupils, this has meant that their basic arithmetic standard is lower, meaning time is having to be spent here before moving onto work on reasoning (which is always an area of difficulty at St Helen's).
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. The standard of handwriting across school has dropped significantly, particularly at KS1 and lower KS2. Pencil grips in EYFS are much weaker than usually found.
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. The love of reading has continued to develop, particularly in EYFS, with children fully engaging in story sessions. 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.
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. This continues to be the case now the children are back in school, as no visits/experiences are taking place.

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>Develop, implement and sustain a high impact Pupil Premium Strategy and framework suitable for the specific context. Gaps between disadvantaged and all other children will narrow in reading/writing.</p> <p>To ensure LKS2 children develop and strengthen phonological awareness and knowledge due to gaps from the previous academic year.</p> <p>To ensure all teaching and support staff are fully trained in the delivery of the St Helen's reading curriculum.</p>	<p><i>Participation in the One Wakefield programme in spring and summer terms. 4 days of training for EHT and English Lead. Core content of programme has been developed by the EEF.</i></p> <p style="text-align: right;">£500</p> <p><i>Floppy's Phonics training to be rolled out into LKS2, resources for each classroom purchased to show fidelity to the programme.</i></p> <p style="text-align: right;">£225</p> <p><i>Karen Osborne to deliver reading training for all teaching and support staff in autumn term 2021 (continuation of work on SIP)</i></p> <p style="text-align: right;">£450</p>		<p>LS/KO</p> <p>MS</p> <p>LS/KO</p>	<p>July 2021</p> <p>July 2021</p> <p>Dec 2021</p>
<p><u>Pupil assessment and feedback</u></p> <p>Specialised and highly qualified staff carry out baseline assessments, then identify and run highly specific interventions to address misconceptions in learning in order to accelerate progress.</p>	<p><i>Teacher/support staff allocated to each Key Stage – ET 7.5 hrs pw in Y6 (30 weeks) and KH 3 hrs pw in KS1 (24 weeks).</i></p> <p style="text-align: right;">£3191 + £2912</p>		LS/EB	July 2021
<p><u>Transition support</u></p>				
Total budgeted cost				£7278

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Paired and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading speed and fluency. Improved phonemic awareness and vocabulary building. 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>To support identified children by deepening their understanding in number topics to help create firm foundations for their future learning.</p> <p>To improve the writing outcomes for a targeted group of children (to be selected from summer data/autumn baseline).</p>	<p><i>NTP: FFT Tutoring with the Lightning Squad – 40 pupils across Y1 to Y4 to receive daily tutoring in pairs/fours over a 6 week period, followed by another 6 weeks of online activities led by trained support staff.</i></p> <p>£2200</p>		LS/KO	July 2021
	<p><i>NTP: Rose Maths – 30 pupils to be selected across Y3, Y4 and Y5 to complete a 15 week programme in the summer term (10 groups of 3 children).</i></p> <p>£3150</p>		EB/MS	July 2021
	<p><i>KO to tutor individuals/small groups of children across the autumn term to develop their writing (could be basic skills or boosting children, 2 days a week over the term)</i></p> <p>£7200</p>		LS/KO	Dec 2021
<p><u>Intervention programme</u></p> <p>An appropriate SEN intervention, such as Toe by Toe, supports those identified children in making progress in a particular area of difficulty. Includes: Toe by Toe, Stride Ahead, One to One Coaching for Maths and PORIC.</p> <p>To help children understand their own mental health and learn a variety of approaches for staying healthy and happy.</p> <p>To develop the understanding of grammar and encourage the use of wider vocabulary, in order for written language to improve.</p>	<p><i>Intervention materials are purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p>£202</p>		CSax	July 2021
	<p><i>One Goal to provide Mental Health Champions training to all Y6 children. This is to be cascaded into other KS2 classes by the Pastoral Lead.</i></p> <p>£295</p>		DD/KO	July 2021
	<p><i>Staff across EYFS to undertake Wellbeing Training to better support the youngest children as they return.</i></p> <p>£120</p>		CSax/JG	April 2021
	<p><i>Colourful Semantics in Y3/4 run by JH for 1.5 hours per week.</i></p> <p>£539</p>		CSax/JH	July 2021

<u>Extended school time</u>				
Total budgeted cost				£13706

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.	<i>Additional online learning resources will be purchased, such as My Maths to support KS1/2 children at home. Likewise, Numbots will be purchased so that children in EYFS and KS1 can access maths activities at home.</i> £509 + £84		EB/MS	Mar 2021
	<i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> £500		EB/CG	Mar 2021
<u>Access to technology</u> During the return to school and beyond, children can access additional devices to enable children's learning through technology in both core and non-core subjects.	<i>DfE Digital Educational Platform Initiative</i> £1500		JP/CG	Feb 2021
	<i>Class set of 31 iPads purchased via the Archbishop Holgate Fund (inc. licences) cases purchased from school.</i> £9273 + £380 cases		JP/CG	Feb 2021
	<i>Additional 32 iPads given to school by the DfE, cases and trolley purchased by school.</i> £829 trolley + £486 cases		JP/EB	Apr 2021
	<i>8 laptop cases purchased for devices sent home</i> £42		CG	Mar 2021
<u>Summer support</u>				
Total budgeted cost				£2830

	Cost paid through Covid Catch-Up	£23814
	Cost paid through charitable donations	£9273
	Cost paid by DfE	£1500
	Cost paid through school budget	£494