



St. Catherine's C. of E. VA Primary School, Heathfield
Covid-19 Catch-up funding statement and plan 2020-21

Overview:	
School name:	St. Catherine's Primary (+ preschool)
Pupils in school, as at 07-02-21	140 (plus 24 pre-school)
Covid-19 grant received November 2020, two further instalments anticipated 2021	£2,840
Statement authorised by	Mrs Victoria McCaig (Head of School) Mr. Martin Harding (Executive Headteacher).

Universal Provision - Covid-19 Catch-Up Premium

In June 2020 the government announced its £1 billion fund to assist education establishments to "catch up" during the very difficult Covid-19 period. This fund is to support children to get back on track following the disruptive school closures and the United Schools Federation fully supports the view that it is especially important for those most vulnerable and considered disadvantaged. (Funding is based on the previous year's census [pupils on roll] and will not include nursery numbers).

For the country, this equates to a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time and a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help.

For more information on the schools programme for 5 - 16 year olds see the [National Tutoring Programme FAQs](#)

Full details are available at:

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

Expenditure:

The United Schools Federation has already put in a structured programme of spending to assist in the recovery process aimed to mitigate the lost teaching time, raise the attainment of all pupils and reduce the attainment gap between disadvantaged pupils and their peers. This includes purchasing curriculum resources and materials e.g. new computers, online reading packages, dongles and specific items requested by our schools. However, our main expense has been tutoring, both online and from school (outside school hours) in order to develop the outcomes of children who have been specifically identified. We recognise that tuition delivered by Teachers and experienced Teaching Assistants will have the greatest impact.

Aims:

The overall aim of the task is to raise the attainment outcomes at the end of 2020-21 for all year groups, sustaining their age-related expectation by the academic year end and, for many, improving on the outcome.

In addition to the educational needs of each child we have put time and care into ensuring their mental health remains at the best level possible, supporting both parents and children in person, by telephone and video links, and sharing documentation and advice. Our federation has well-trained staff who have provided, and will continue to provide, extensive pastoral support.

In 2020 we opened the school during school holidays and bank holidays and ensured our helpline was available at all times to assist parents/children who were anxious and concerned.

Teaching:

Training and support to prepare teachers for the New Academic Year

Professional Development Opportunities and resourcing to support the implementation of recovery curriculum

Ensuring teachers have training and support to adjust to structural and organisational changes.

Additional support for early career teachers

Developing Pupil assessment

Assessing and Monitoring Pupil Progress.

Transition resources and staffing support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching Catch up teacher employed to deliver extra intervention and delivery of phonics.	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	1 day a week teacher in Year 2 (approx. £200)	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Year 2 borderline children who were at risk of not passing phonics screening – pass.	LC/EW

B	All Pupils	Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area		Prolonged time away from normal teaching routines New teachers to the school Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	£1000	Strong QFT to ensure pupils have the best chance of making up for time missed	ALL
C	Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half	Baseline assessment End of year assessments Professional dialogue around transition needs.	A continuum of reception created for first half term with more formal learning being merged in for a strong transition. Money to be spent on	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure the building blocks for prior	?	For teacher to have the resources available to continue a play based approach to learning. Children will have reduced levels of anxiety around the key stage transition.	AH/BD

		term to help pupils transition into year 1 s after lost learning time.	Gap analysis of the foundation stage curriculum	resources and intervention. Year 1 outdoor area developed	learning are not missed and misconceptions are identified and dealt with.		Children will feel comforted by the familiar approach to learning.	
D	Nursery and Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready	Baselines and general visual assessments Tapestry	Assistant Headteacher providing extra teaching support but coaching and mentoring to ensure quality and consistency throughout the early years to a new EYFS team Small intervention groups after class input	Smaller group interventions to ensure children have more chance reaching GLD Smaller groups ensure that a talk a lot approach can further enhance and develop progress from individual starting points. Nurse plus to support targeted children	£1000	Children are well supported to be school ready and catch up on vital stages of early childhood development. Children's language gap will close. Children readiness for mainstream school will improve. Children's fine motor development will improve.	AH/BK

E	Year 1-6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis Professional dialogue	English and Maths Lead given time to analyse curriculums	Teachers need to be fully equipped to ensure QFT in every classroom	2 days supply (approx. £400)	All teachers have a clear understanding of the curriculum gaps they need to teach. Teachers will have increased levels of confidence in meeting the needs of their children.	Middle leaders
F	All Pupils	To ensure that all children make expected or more progress in all	Baseline assessments PAS Sheets	All Teachers will have additional time and support to monitor their specific subject	Teachers will have the opportunity to improve subject knowledge.	£2000	Teacher will have greater subject knowledge across all key stages. Teachers to have a deeper understanding	ALL

		curriculum subjects.	Flexible assessment for learning	<p>Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis.</p> <p>Teachers will have the opportunity to complete subject action plans</p>	Skills progression – a clearer understanding of progress.		of the expectations of progressive skills.	
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Targeted Support

One to one and small group tuition

Small group and additional intervention work

Extended time in school

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up. Target Extra Phonics teaching time	Baseline assessments	Small group tuition	(Small group tuition) effective approach Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£1500	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	LV
B	Lower and Middle attaining pupils in Year 3/4	Tuition after school 1:6 Groups in reading and maths	Baseline assessments	Small group tuition	Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2	NM costs	Year 3 pupils making accelerated progress to achieve age related expectations	KA/NM

C	Children in year 6 significantly behind age related	Additional class in Year 6 for core subjects	Baseline assessments Initial September SATs assessment	Smaller class groups for core subjects	Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school	AQ cost 0.5	Year 6 pupils making accelerated progress to develop and embed age related expectations Year 6 will close the attainment gaps.	Year 6 KA
D	Yr. 5/ 6 Pupils not on track to be age related at the end of Year 6	Extra teaching and learning opportunities	Last year's assessments KS1 Data Baseline and informal assessment Practice age expected questions	Small Group Tuition	Small group tuition effective approach Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school	TES tuition	Year 5/6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M	KA
E	Y1 Pupils not on track to meet ARE.	Extra teaching through	Baseline assessment analysis alongside pre pandemic	Extended day provision to supplement	Small group tuition effective approach	RD/EK tuition	Children in Year 1 achieve ARE	RD/EK

		extending the school day.	assessment outcomes.	in school activities Small group targeted intervention.				
F	Pupils in all year groups with social emotional needs brought about by lack of routine	Small group support and informal counselling support	By class teachers, SENCO and SLT	Nurture sessions	To ensure pupils are confident and mental ready to learn with strong learning behaviours	£1000	Pupils are able to quickly adapt back into routines and access full learning opportunities. Pupils have greater resilience skills and strategies	JF
G	Pupils in all year groups will develop their physical wellbeing.	Improve physical wellbeing of all pupils. Increased brain breaks opportunities	Class teachers and SLT.	Mind Up	Children understand their brains and how they can manage and control this, Children who are happier are better equipped to learn.	Mind up cost	Pupils are able to quickly adapt back into routines and access full learning opportunities.	AH

H	EYFS and Ks1 pupils have returned to school with a significant communication barrier.	Additional support to improve expressive and receptive language skills.	EYFS lead, baseline data and class teachers. Teacher employed to receive training and deliver programme	NELI programme – 20 week programme	Supporting Early Language skills.	NELI cost	Pupils will close the language gap. Pupils will have improved understanding of reasons, means and opportunities to communicate.	AH
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Wider Strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through the school councillor and nurture LSA	Individual intervention support	High proportion of parents and carers reporting to have Anxiety issues. (1:1)	£500	Additional support available to break down anxiety and ensure pupil attendance	AH/JS
B	Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	Class teacher and SLT through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating	DFE guidance/ Schools experiences and prior work and pupil premium research	£1000 Plus share of costs for new federation computers	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	KA/AH