

ELY ST MARY'S CATCH UP PREMIUM PLAN 2020/21

“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.” (DFE, 2020)

The following plan outlines how Ely St Mary's plans to use the government Catch Up Premium this academic year, 2020/21. Our aim is to ensure our approach is in keeping with our school's vision and intent, to support all our pupils “to be the best that they can be”, by “improving outcomes and opportunities” for those impacted most by unexpected school closures (March – July 2020 and subsequently January – March 2021 – edits in dark red). To aid us in achieving this, we are due to receive: £20,664.

**These sums of money do not include a proportion of the premium, which has been centralised to provide DEMAT schools additional resources.*

St Mary's Vision & Curriculum Intent

St Mary's Christian Vision is to provide opportunities for all children, of all faiths and none, **to be the best that they can be**, in an environment where everyone is valued, respected and challenged. Our school is a place where individuals are supported in their personal journey of learning, growth and development, within an ethos of nurture, encouragement and love.

Hebrews 10:24. Let us think about each other and help each other to show love and do good deeds.

Our knowledge-led curriculum endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**, where children can develop ideas, express feelings, take chances, make choices, share their opinions and, most of all, grow to be strong **individuals who can thrive in an ever-changing world**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**.

We aim for our children to leave us **secondary ready** – independent and responsible for learning – with **a solid foundation of knowledge** to build upon. To achieve this, we are **aspirational** for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Ely St Mary's 3-year Pupil Premium Strategy aims to develop a sustainable approach to closing the disadvantaged progress and attainment gap via a three-tiered approach:

- Quality First Teaching
- Targeted academic support
- Wider strategies



Our goal is for our Catch Up Plan to increase the capacity within the targeted academic support section within the long term PP strategy. We anticipate that by increasing our 'in addition to' offer, both formally identified disadvantaged pupils (FSM, Ever 6) as well as those identified as disadvantaged in school (e.g. low engagement in remote learning, low progress since returning to school) will be supported to make up for lost teaching time and helped to achieve their full potential.

We have considered both the resource already in place to support improving outcomes for all our pupils as well as the availability of time for some pupils to 'catch up' (over 200 of our pupils will progress to secondary education in the next 1-2 years). Whilst we acknowledge that 'catching up' will not be a quick process, we have identified our Year 5 cohort as a priority group to deploy the Catch Up Premium resource to initially.



Identified Impact of Lockdown	
Maths	<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 'behind' in their learning.</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 assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. It is evident through assessments that many pupils have not maintained writing throughout lockdown, these pupils are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write and apply explicitly taught GPS components, such as capital letters and full stops, and basic sentence structures.</p>
Reading	<p>Children are less fluent in their reading and the gap between those children that read widely and those children who didn't is now increasingly wide. The bottom 30% of readers have been disproportionately affected by lock-down.</p>
Overall	<p>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.</p> <p>There is an overall feeling of fatigue and lack of stamina in learning. Emergent SEMH needs are also experiencing a growing trend within school.</p>

Aim:	To improve outcomes and therefore opportunity for those pupils most impacted by school closure and lost learning time.				
	<ul style="list-style-type: none"> Targeted pupils will make expected progress (6 steps) across the core subjects, but particularly in writing. Targeted pupils will make accelerated progress (8 steps) and catch up across the core subjects, particularly in writing. Targeted pupils will be back on track to achieve in line with or above their KS1 data. The number of pupils on track for ARE will increase across the core subjects, but particularly in writing. Pupils with identified needs will successfully obtain EHCP funding and support before leaving for college. This will place them in the best position possible to fulfil their potential. All Pupil Premium pupils will be in a position to continue reading and learning during long periods away from school (e.g. lock down, summer holiday). 				
Strategy	Detail	Frequency	Cost	Rationale & EEF evidence	Review Impact
Small Group Tuition	<p>2x Tutors to be sourced by Randstad</p> <p>Sessions to be Maths or English, writing-based initially, as guided by data (this is typically the lowest attainment of the 3 core subjects).</p> <p>Proposed model sees 24 pupils supported via small group tuition, every 4 weeks.</p> <p>A new set of 24 pupils can be selected each half term based on their progress and attainment since lockdown and throughout the year. We aim to implement at least 4 rounds of this tuition this academic year, with a view to continuing this model throughout Autumn 2021 (this is a result of further disruptions to planning by the second</p>	<p>15 hours per pupil in a 4 week block</p> <p>(45mins daily)</p>	<p>£131 per group block (NTP discounted from £525 ex VAT) X8 every 4 weeks = £1048 + £624 planning time.</p> <p>Total cost to school for 15 hours tuition every 4 weeks for 24 pupils = £1,672</p> <p>Termly cost = £6,688 per term (£13,376 for both summer 2021 and autumn 2021)</p>	<p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4</p> <p>One to one and small group tuition</p> <p>There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p> <p>For Y5 we have chosen to offer this tuition during the school day. The EEF recognise there is some merit in extending the school day, but this is only achieved with the support of the parents and pupils. We typically find pp-funded after school tuition successful in Y6, which is often viewed as 'the exam year' and receives more buy in from families.</p>	

	<p>national school closures of spring 2021). This would equate to a minimum of 96 pupils being supported before the summer (25% of the school. By Christmas, we aim for 50% of the school to have received tuition.</p> <p>Year 6 tuition – 21 pupils to receive weekly SATs preparation Tuition from November 2020</p>		<p>£3800 – Pupil Premium Funded.</p>	<p>By implementing daily in intensive blocks over 4 weeks, we hope to maintain a balance of offering core catch up with important core and foundation subject learning and experiences in the afternoons. In addition, having sessions in close proximity to each other will enable pupils to make connections more easily and allow time to embed. Where possible, foundation subjects will be used as a vehicle to support English intervention too.</p> <p>Y5 Data (as a cohort) Baseline data for target groups will be added and reviewed separately.</p> <table border="1" data-bbox="1039 472 1935 940"> <thead> <tr> <th>Subject/% on track ARE</th> <th>KS1</th> <th>Y3</th> <th>Y4 (lockdown)</th> <th>Y5 Aut 1</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74%</td> <td>65%</td> <td>69%</td> <td>73% (55% securely back on track)</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>57%</td> <td>50%</td> <td>45% (20% securely back on track)</td> </tr> <tr> <td>Maths</td> <td>73%</td> <td>66%</td> <td>70%</td> <td>67% (51% securely back on track)</td> </tr> </tbody> </table>	Subject/% on track ARE	KS1	Y3	Y4 (lockdown)	Y5 Aut 1	Reading	74%	65%	69%	73% (55% securely back on track)	Writing	70%	57%	50%	45% (20% securely back on track)	Maths	73%	66%	70%	67% (51% securely back on track)	
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<p>Increased SENCO time/ support</p>	<p>Additional hours to:</p> <ul style="list-style-type: none"> Complete EHCP applications Carry out targeted intervention and support to meet the needs of pupils on the SEND register. 	<p>At least 3 pupils who are now in Upper School require an EHCP application. These applications are essential in securing the funded</p>	<p>5 days @£150 £750</p>	<p>The EEF recognise that all pupils will need support returning to school post lockdown. We have pastoral support staff in school to support directly and indirectly the SEMH needs of pupils. However, at St Mary's we note the additional challenges of returning to school for those pupils on the SEND register, even more specifically, those who we have identified as requiring EHCP level support but whose input and applications were limited by lockdown. Further more, for at least 3 of these pupils, time is a further pressure as they will be moving to secondary education within the next 9-18months, making this an essential and pressing need to address via this funding.</p>																					

		support required to meet their needs.		<p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.</p> <p>Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.</p>	
<p>Ensuring continuity of learning</p> <p>Communication technology, reading and learning resources for Easter/Summer break.</p>	<ul style="list-style-type: none"> Providing a reading book to each PP pupil over Easter/Summer break Differentiated CGP books Ensuring staff have access to technology to enable regular and engaging communication (Dojo, Story, Portfolio) 	X1 or x2 per year.	<p>£500</p> <p>£1000</p> <p>£2000</p>	<p>Reading comprehension strategies</p> <p>High impact for very low cost, based on extensive evidence.</p> <p>£ £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +6</p> <p>Supporting parents and carers</p> <p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.</p> <p>We had many requests during lockdown to use the school library. Reading is the foundation for all learning and we feel it is essential for all pupils to keep reading even when away from school. We hope that by providing all PP pupils with at least one book over the longer holiday periods, we can encourage a love of reading and development of home libraries for families.</p>	
Teaching Assessment	<ul style="list-style-type: none"> Staff training to ensure accurate use 	Once a term (spring and Summer)	<p>£500 OT costs</p> <p>£360 release costs for HoY</p>	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are	

and Feedback	of systems and analysis <ul style="list-style-type: none"> Release time for HoY to monitor and track records 			aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments	
Transition Support	<ul style="list-style-type: none"> Release time for teachers to have virtual meeting the new starter 	As needed	£500 release costs	Children who are joining school from different settings or who are beginning their schooling with ESM have an opportunity to become familiar and confident with the setting before they arrive.	
TOTAL			£18,986 <i>(£1,678 aside to accommodate a possible change in NTP subsidy (schools to pay 30% rather than 25% of tuition costs))</i>		
Total budgeted cost					£18,986
Cost paid through Covid Catch-Up					£20664
Cost paid through charitable donations					To be included if available
Cost paid through school budget e.g. (PP)					£3800
£24 PER PUPIL (Centrally funded offer) See catch – up offer from DEMAT for Trust wide details School is participating in: <ul style="list-style-type: none"> Reading Reconsidered training Sounds Write training – Phonics Primary Knowledge Curriculum (PKC) – training and resources Cambridgeshire PSHE Curriculum and resources 					DEMAT (centrally funded offer) £8856

Access will be provided to:

- DEMAT Ed. Psych
- DEMAT Approved Assessment resources
- MIT training (Maximising the Impact of Teaching Assistants) 3x3 hr sessions
- Emotional Literacy Support Assistant (ELSA) training 1XTA per 100 pupils
- DEMAT Speech and Language Therapist
- Access to ELKLAN training for identified staff

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