St. Mary's C. of E. VA Primary School, Brixton

Covid-19 Catch-up funding statement and plan 2020-21

Overview:		
School name:	St. Mary's, Brixton Primary	
Pupils in school, as at 07-02-21	100	
Covid-19 grant, received November 2020, further two instalments anticipated 2021	£2,180	
Statement authorised by	Mr. Adrian Clements 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.	½ day a week teacher in Year 2. Costs to follow	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.	LK/CK

B	All Pupils	Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling.		Prolonged time away from normal teaching routines. Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	Additional teacher x1 day per week to support all classes. £3,581	Strong QFT to ensure pupils have the best chance of making up for time missed	ALL
C	Children moving from YR 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 term to help pupils transition into year 1 after lost learning time.	Baseline assessment End of year assessments Professional dialogue around transition needs. Gap analysis of the foundation stage curriculum	A continuum of reception created for first half term with more formal learning being merged in for a strong transition. Year 1 outdoor area shared with EYFS.	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 learning are not missed and misconceptions are identified and dealt with.	Additional teacher x1 day per week to support all classes. Additional resources.	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. Children will feel comforted by the familiar approach to learning.	LK/RL/LB

D	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 monitor curriculum and skills progressions.	Teachers need to be fully equipped to ensure QFT in every classroom	Additional teacher x1 day per week to support all classes.	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.	AC/CK
E	All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	Baseline assessments PAS Sheets Flexible assessment for learning	Additional time and support to monitor their specific subject, (see action plans). Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis. Teachers will have the opportunity to complete subject action plans	Teachers will have the opportunity to improve subject knowledge. Skills progressions and curriculum pathways – a clearer understanding of progress across the school.	£6000	Teacher will have greater subject knowledge across all key stages. Teachers to have a deeper understanding of the expectations of progressive skills. .	ALL

F	All pupils	Provision of additional reading resources to support reading in school and at home.	All pupils.	Purchase of 'myOn' reading library to work alongside Accelerated Reader scheme.	Promotion of reading at home and at school to support QFT.	£2000	All children are reading regularly. Children on AR scheme make progress through regular reading and testing.	AC/CK ALL

Targeted Support:

One to one and small group tuition.

Small group and additional intervention work.

Extended time in school.

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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	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	½ day a week teacher in Year 2.	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.	LK/CK

				intervention and delivery of phonics.	prior phonics learning.			
B	Children in all year groups significantly behind age related expectation on not on target to meet at least expected progress.	Extra teaching and learning opportunities, (Catch Up support). Individual and small group support / interventions.	Baseline assessments, Prior Attainment data. Initial September assessment.	Smaller class groups for core subjects	Additional catch up to support attainment gaps and maintain levels of progress based on prior attainment.	Additional teacher x1 day per week to support all classes.	All pupils making at least or accelerated progress to develop and embed age related expectations Attainment gaps continue to close.	ALL AC/CK
C	Children in all year groups significantly behind age related expectation on not on target to meet at least expected progress.	Extra teaching and learning opportunities, (Catch Up support). Individual and small group support / interventions.	Baseline assessments, Prior Attainment data. Initial September assessment.	Smaller class groups for core subjects	National Tutoring Programme. Additional catch up to support attainment gaps and maintain levels of progress based on prior attainment.	National Tutoring Programme. £2,292	All pupils making at least or accelerated progress to develop and embed age related expectations Attainment gaps continue to close.	ALL AC/CK
D	Pupils in all year groups with social	Small group support and	By class teachers,	Nurture sessions,	To ensure pupils are confident and mental		Pupils are able to quickly adapt back into routines	ALL

	emotional needs brought about by lack of routine.	informal counselling support.	SENCO and SLT	mental health focus, (Mind Up).	ready to learn with strong learning behaviours.		and access full learning opportunities. Pupils have greater resilience skills and strategies.	
E	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.	ALL AC (SSHub)

Wider Strategies:

Family and pastoral support.

Supporting parents and carers wellbeing.

Accessing technology and resources at home during prolonged isolation.

	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/carers anxiety on returning to school	Mental health and anxiety support	Through the school councillor and nurture LSA support.	Individual intervention support Small group work where appropriate. Invest in pastoral support (Early Help) where appropriate. 'Mind Up' / mental health focus in all year groups.	High proportion of parents and carers reporting to have anxiety issues. (1:1 support)	Mind Up resources	Additional support available to break down anxiety and ensure pupil attendance	AC ALL
B	Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate. To ensure that	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. Access to school ICT equipment. New ICT	DFE guidance Schools experiences and prior work Pupil premium research.		All pupils are able to access home learning if having to self-isolate and continued learning can take place.	AC ALL

	children are accessing their Free School Meal vouchers where appropriate			equipment in school including Chromebooks, internet access support. Paper copies of learning available on request for daily collection.				
C	All pupils	To work with families to improve attendance following period of school closure or isolation.	Weekly tracking of attendance data.	Discussions with parents where attendance is below expected levels. Support from EWO as required.	Above average attendance improves attainment and progress potential.		School attendance is above national level.	

Barriers	Achievement - pupils unable to access teaching and learning in order that they achieve at least expected standards. Poor oral / language skills following period of isolation. Personal - social and emotional barriers affecting many pupils during their time at home and magnified in class Attendance – particularly persistent absence as this impacts the children's progress and understanding of teaching and learning. Support from parents and carers.

Wider strategies	To aim for all curriculum subjects to be revisited in order that they are as firmly embedded as is possible following the disruption over 2020-21. To aim for all children to feel secure and happy and their mental health to be at the forefront of all planning. Any who need wider emotional support will receive it by trained staff/Mental Health Champions. To aim to return to "normal" schooling but recognise that for some children they have only known disruption to their education and make appropriate allowances.