

Catch-Up Premium Plan

Oxton St Saviour's C of E Voluntary Aided Primary School

Summary information					
School	Oxton St Saviour's				
Academic Year	2020-21	Total Catch-Up Premium	£18,720	Number of pupils	234

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 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.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">Supporting great teachingPupil assessment and feedbackTransition support <p>Targeted approaches</p> <ul style="list-style-type: none">One to one and small group tuitionIntervention programmesExtended school time <p>Wider strategies</p> <ul style="list-style-type: none">Supporting parent and carersAccess to technologySummer support

Identified impact of lockdown

Maths	<ul style="list-style-type: none"> • Some pupils lack confidence in Maths because they are aware of work they have missed. • The overlearning of core mathematical skills has not been secured. • Ability to calculate quickly has reduced due to fluency skills not being regularly practised. • Stamina of answering questions – both fluency and reasoning. • Some areas of the curriculum not covered adequately by all pupils resulting in gaps in knowledge.
Writing	<ul style="list-style-type: none"> • Some pupils have not engaged in writing at length and their resilience to do so has diminished, similar to stamina in maths. • Some pupils are not secure in statutory spellings and key words. • Punctuation and grammar has not been focussed on during lockdown.
Reading	<ul style="list-style-type: none"> • Pupils in Y1 and Y2 have not had the same access to reading books which match their phonic ability. • Pupils’ phonic knowledge needs to be consolidated. • Pupils in Y3 have missed some essential teaching of reading comprehension skills. • Some pupils have read sporadically and have not engaged with more challenging reading material.
Non-core	<ul style="list-style-type: none"> • Pupils have not had the same opportunity to practice key learning values across the curriculum such as collaboration, listening and perseverance. • Knowledge of topics covered in the summer term may not be secure due to fragmented engagement with remote learning. • Other world religions not necessarily covered fully due to not all pupils engaging in home learning.
Social and Emotional	<p>The thread that runs through the current lived experience of our children following the lockdown period of 2020 is one of loss. There are five losses which will cause a rapid erosion of the mental health and wellbeing of our children if they are not properly addressed during the 2020-21 academic year. We consider these losses to involve the following:</p> <ul style="list-style-type: none"> • Routine: such as the start of the school day, the ritual of packing a bag, travelling to school, arriving at the classroom, the 5-day week. • Structure: such as when and how you learn, when to eat, when to sleep. • Friendship and Social Interaction: such as being together, identity affirmation, a sense of belonging, the everyday use of language. • Opportunity: such as the powerful knowledge that school can impart, experiences that take pupils beyond their status quo, skills and networks to access the next phase of education. • Freedom: such as the time and space to be themselves, the sense of control.

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed) February 2020	Review date?
<p>1. High quality teaching for all. Supporting great teaching.</p>	<p>To increase the number of teachers and teaching assistants across the school to achieve consistency and availability of support for all pupils, enabling pupils to be supported within the classroom, to access the full curriculum, to address gaps in learning as part of quality first teaching and to deliver specific interventions to individuals and small groups where required.</p> <p>Restructuring staffing across years 2 and 3 to allow for a smaller targeted group in the morning of 14 pupils with a teacher. This is supported with a teaching assistant as well. £11,150</p> <p>Text books purchased for KS2 in maths to improve fluency skills. £1140</p> <p>Anticipated Cost: £12290</p>		February 2020
<p>2. Effective diagnostic assessment... Teaching assessment and feedback:</p>	<p>Staff to continue to use Target Tracker when assessing the pupils identifying gaps in their learning. Staff meeting time to be used to complete this.</p> <p>No cost</p>		February 2020
<p>3. Supporting remote learning. Ensuring equity of access for all:</p>	<p>To subscribe to online platforms and resources to enable all pupils to continue learning at home if they are required to self-isolate, for example Mathletics (£1,269), Oxford Owl Reading and Phonics (£950), SPAG.com (£226). All of these can be used as home work as well.</p> <p>Anticipated Cost: £2,445.00</p>		February 2020
<p>4. Focusing on professional development... Supporting great staff:</p>	<p>To subscribe to online training modules in safeguarding, compliance, duty of care and wellbeing on Educare</p> <p>Anticipated Cost: £1,287.60 (School to fund)</p>		February 2020
<p>5. Transition support... Welcoming new starters:</p>	<p>To enhance online resources for new and prospective parents. Foundation stage video created for new and prospective parents.</p>		February 2020
Total budgeted cost for teaching and related whole-school strategies			£14,735.00

ii. Targeted academic support			
Desired outcome	Chosen action/approach	Impact (once reviewed) February 2020	Review date?
1. High quality 1-to-1 and small group tuition	We believe that pupils are best supported within the classroom so that they can access the full curriculum as part of quality first teaching and receive support 'in the moment' if required. Pupils will be withdrawn from the classroom for additional support only where it is considered to be in the child's best interests. Smaller Year 2/3 group every morning to allow both year groups' numbers to be reduced. Dedicated TA in Year 1 to offer continuous provision that was missed by that year group during lockdown. School to fund additional TA.		February 2020
2. DHT released from class three days a week to deliver interventions in KS2. Intervention programme	Interventions put in place for those children who have been assessed as having gaps in their learning. Additional support in Year 6 once a week to close any additional gap on top of 3 day intervention support. No cost.		February 2020
3. Planning for pupils with SEND... Intervention programme	To enable the SENDCO to have some additional time to review interventions and pastoral support. £220.04 supply cost		February 2020
Total budgeted cost for targeted academic support			£220.04

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed) February 2020	Review date?

<p><u>1. Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u></p>	<p>To subscribe to online platforms and resources to enable all pupils to continue learning at home, for example Mathletics, Oxford Owl Reading and Phonics and SPAG.com</p> <p>To signpost parents to wider mental health & wellbeing services by further developing the pastoral support section of the website.</p> <p>To support the mental health & wellbeing of the school community by making available materials which promote understanding of the school values. (see above for anticipated cost)</p>		February 2020
<p><u>2. Ensuring access to technology... Enabling all learners equal access to the provision:</u></p>	<p>In the event of pupils self-isolating, the school will apply to the government for free technology for those pupils who meet the criteria and apply for free data for UK school children from Vodafone when the next applications open.</p> <p>Additional laptops purchased for children to access IDL and other SEND programmes. Anticipated cost: £2,214.00 (laptops)</p>		February 2020
<p><u>3. Supporting pupils' social, emotional and behavioural needs... Whole school recovery curriculum/SEL curriculum:</u></p>	<p>To enable an Emotional Literacy Support Assistant (ELSA) to work with individual children and their parents/carers to overcome a range of emotional issues. 5 afternoons a week.</p> <p>To provide specialist independent pastoral support where required for pupils who are really struggling to engage in school life. The pupil may suffer from heightened anxiety, low self-esteem or mild mental health illness. Anticipated Cost: £3744.00 (Already budgeted)</p> <p>Additional programmes of Young Tritons and Mini Mermaids booked in for Autumn term. This will target children with low self-esteem and low resilience. We have had success with the programmes before. Anticipated Cost: £2,109.00 (PE Premium)</p> <p>To provide bespoke lessons for social and emotional learning programme from Heart Smart. Anticipated Cost: £395 Total Anticipated Cost: £395</p>		February 2020

<p><u>4. Monitoring pupils' social, emotional and behavioural needs, attendance and safeguarding</u></p>	<p>Purchase of CPOMS (Child Protection Online Monitoring and Safeguarding system) in order to be able to spot any patterns and trends that can be cross referenced and support put in place quickly and effectively. £816.00 (CPOMS) £339.96 (Tablets for CPOMS) All staff to be trained to use. BOXALL profiles to be used for those children who are showing a need for emotional support. (no cost) Anticipated Cost: £1,155.96</p>		
<p><u>5. Increasing children's fitness levels and wellbeing</u></p>	<p>Increase the hours of support the sports coaches provide. This allows all pupils to be able to engage in additional PE sessions. Gymnastics competition and Fitness Festivals in class bubbles organised to improve self-esteem. Freddy Fit morning session booked in for Years 4, 5 and 6 (separately). Anticipated Cost: £2640 (PE Premium)</p>		18499.96
Total budgeted cost for wider strategies			£3,764.96

Total Anticipated COVID Catch Up Spending		£18,720
Cost paid through Covid Catch-Up		£18720.00
Cost paid through charitable donations		£0
Any other costs from different budget lines		