

St Mary's CE Primary School Rawtenstall Catch Up Funding Plan

Funding allocation

(Mainstream Schools) 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.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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. (See also EEF - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.

This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6	199
Proportion of Disadvantaged	30%
Catch Up Premium Allocation	£16560
Published Date	November 2020
Review Date	January 2021
Statement Created By	Mr Neil Gurman
Governor Lead	Mrs Karen Girling

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

Our proportion of disadvantaged pupils across the school is higher than the national average compared to both a local and national picture at 30%

The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided.

Upon re-opening on September 1st 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return.

As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of September 2020.

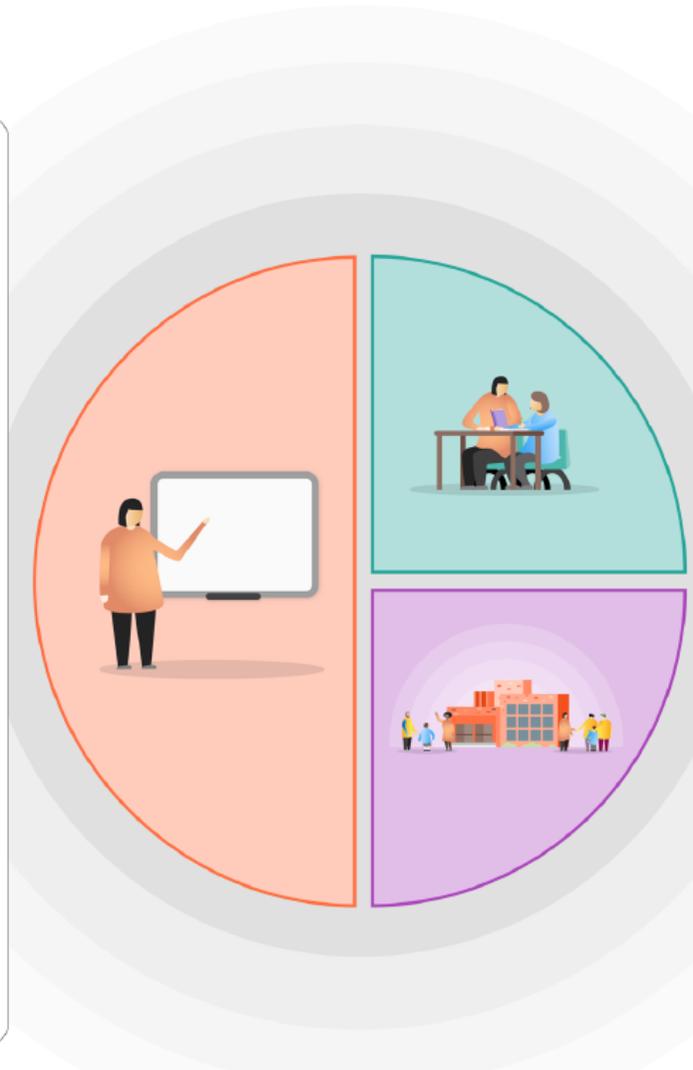
At this point we will discuss as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SMT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need.

Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:

Overall 2020/2021: £16560

1 Teaching

- Baseline assessments – analysed to show gaps in learning and to inform future planning.
- Implement an adjusted timetable to place gaps analysis information, retrieval practice, formative assessment and rich summative assessment at the top of the agenda.
- Quality First Teaching supported by evidence-informed CPD for teachers and support staff – reducing working memory, use of knowledge organisers, developing metacognition etc.
- A broad and engaging curriculum that focuses on vocabulary acquisition
- Mathematics guidance June 2020- planning incorporates DFE progression in teaching points
- Support the cycle with sustained CPD including a focus on developing metacognition and the quality of teacher modelling and explanation ensuring this is subject-specific where necessary.
- Frequent low-stakes testing e.g. mini quizzes, KLW Grids etc to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Deliberately reduce workload (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- Monitor and evaluate outcomes and quality of implementation.
- Google Classroom is used as a platform to support an effective blended learning approach and feedback is provided by teachers.
- Staff support the mental health of pupils adversely effected by closure and covid including focussing upon strategies and support which develops greater resilience and self confidence in our children.



2 Targeted academic support

- To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Phonics, Reading, Writing and Mathematics.
- Planned, measured intervention for identified children by teachers and TA's including reading, maths, phonics, spelling and handwriting to enable improved access to the curriculum:
- Train TA interventions to improve reading
- Provide staff and parents with additional support on Goggle Classroom.
- Provide parents with detailed next steps for pupils form detailed analysis.
- Staff to provide small group/1-1 support to assist pupil's day to day with mental health

3 Wider strategies

- To enable access to a blended learning model.
- Provide ongoing technical support.
- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.
- Ensure that welfare and pastoral calls are made to the homes for disadvantaged pupils. Also that barriers are identified around engagement due to technology or a lack of other forms of support.
- Daily breakfast is provided to those who need it.
- Improve the whole school physical environment.
- Nurture group support for identified children around bereavement, resilience and wellbeing.
- Where possible school staff cover classes rather than supply staff.

