

Catch-Up Premium Plan

Summary information					
School	St Matthias Academy				
Academic Year	2020-21	Total Catch-Up Premium	£ 15,600	Number of pupils	65

Guidance

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. Pupils at St Matthias are particularly disadvantaged and are more likely to be among high-risk groups including involvement of social services, experience of family bereavement or financial disadvantage. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each **Alternative Provision with a total of £80 for each pupil** in years reception through to 11.

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	EEF Recommendations
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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](#).

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

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support



Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Pupils still have an appetite for learning and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – pupils are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in numeracy & maths baseline assessments carried out in September.</p>
English	<p>Pupils haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of key skill eg writing. Specific knowledge has suffered, leading to lack of fluency in writing. Many pupils evidently didn't write much during lockdown and have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Confidence building is necessary as pupils need support with completing writing tasks that they could complete independently prior to lockdown.</p>
Science	<p>There are now significant gaps in scientific knowledge – whole units of work have not been taught, meaning that pupils are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes. Pupils have also missed out on the curriculum experiences in particular practical experiments that cannot easily be done at home.</p>
Art	<p>Despite the fact that school supplied an 'art box' of resources, pupils lack the practical and confidence that they had prior to lockdown. Basic revision including of key concepts such as colour theory have to be reviewed. Additional support is needed in the classroom to aid the scaffolding of practical tasks and to 'keep pupils on track' and help them manage the frustrations of no longer being as skilled as they were prior to lockdown.</p>
Social, Emotional & Mental Health	<p>Increased numbers of pupils suffering from anxiety and struggling to appropriately and safely express their feelings. Managing the return to group situations after the longer absence of lockdown means that pupils need this aspect of their learning scaffolded and explicitly supported.</p>



Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

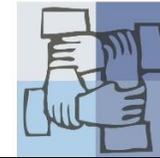
i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Our Recovery Curriculum details approaches used in each subject to help pupils transition back into classroom learning.</p>	<p><i>Additional time for teachers to plan and adapt their subject Termly Plans. INSET time was required to facilitate the additional Planning and preparation and moderation time.</i></p> <p><i>(£1000)</i></p>			
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implementation of Reading and Spelling assessments. Training and staff costs. Dedicated Teacher time to developing the Lines of Progression, Assessment system and moderation (AT costs)</i></p> <p><i>(£2500)</i></p>			
<p><u>SEN support for social skills</u></p> <p>Pupils will be supported in their social, emotional and mental health needs in a manner that allows them to return successfully to classroom learning, while recognising the additional stress of the global pandemic on them and their communities.</p>	<p><i>Purchase of JIGSAW for Secondary pupils to enable all staff to have access to resources which can support pupils in their relationships and social and emotional health.</i></p> <p><i>(£1800)</i></p> <p><i>Roll out of Zones of Regulation to help pupils talk about their feelings. Additional training for LSAs 12/10/2020 £300 (school budget/ SLCN costs)</i></p> <p><i>The purchase of sensory equipment and the establishment of sensory rooms on both sites aims to</i></p>			



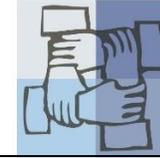
	<p>help pupils self-regulate. Funding for this is through John James Foundation.</p> <p style="text-align: right;">£2000</p> <p>Roll out of whole-school BOXALL training to establish a nurturing school approach to behaviour management.</p> <p style="text-align: right;">£4550</p>			
Total budgeted cost				£ 11,850

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of progress in reading. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>A Reading Scheme (Read write Inc Fresh Start or That Reading Thing following consultation) will be purchased and staff trained to implement this.</i></p> <p style="text-align: right;"><i>(est £2875 + 1545)</i></p>			
<p><u>Intervention programme</u></p> <p>An appropriate maths intervention and resources accessible online, such as Corbett Maths, supports those identified children in reinforcing their understanding of basic maths skills and application of number (eg use of Springboard).</p>	<p><i>An intervention is identified and purchased. Staff within are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p style="text-align: right;"><i>(£1000)</i></p>			
<p><u>Enrichment (WOW) curriculum</u></p> <p>Pupils can participate in a wide range of activities that promote mental health and well-being.</p>	<p>Pupils can no longer access the full range of additional group and individual activities and these</p>			



<p>Pupils have access to a range of positive experiences through school and beyond.</p>	<p>are being provided on site (e.g. music, boxing) and staffed by St Matthias staff. (£3000)</p> <p>Reward trips are no longer being offered on a weekly basis and incentives such as vouchers and treats are being paid for through a generous grant from the John James Foundation. (£5000)</p>			
Total budgeted cost				£13,420

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Pupils will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Pupils have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources will be purchased, such as Corbett Maths to enable learning at home. Likewise, an English subscription will be purchased so that children can practise at home.</i> £1500</p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all pupils. Stationery packs and Art Boxes are to be purchased and set aside for pupils to take home when home-learning occurs.</i> £500</p>			
<p><u>Access to technology</u></p> <p>During the school provision in IT lessons, children can access devices so that they can familiarise themselves with the TEAMS platform.</p>	<p><i>Purchase of laptops. They are to be used to further support online access to resources for the pupils accessing TEAMS during school time.</i> £xxxxx</p>			



<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase xxx laptops for the use of staff to support online learning and pupil contact in the event of a school closure</i></p> <p style="text-align: right;"><i>(£xxxx)</i></p>			
<p>Summer Support NA</p>				
Total budgeted cost				£
		Cost paid through Covid Catch-Up		£15,600
		Cost paid through charitable donations		£7000
		Cost paid through school budget		£?