



Coronavirus (COVID-19) Catch-Up Premium



The Catch-Up Premium is £650 million worth of funding that has been allocated to schools across the country on a funding basis of £80 per pupil. There is significant impact on pupil well-being and achievement due to the impact of the pandemic especially on lost learning. Therefore, the funding aims to support schools to target ways to ensure the impact of lost learning is reversed in a targeted manner.

At Skerton St Luke's CE Primary School, we will receive £16 560 paid in three instalments across the school year. Payments will be split in to 3 termly amounts. For Skerton St Luke's, these will be:

Autumn – £4 140 Spring - £5 340 Summer - £7 080

What does our baseline information tell us?

The school completed baseline assessments in core subjects in September 2020 allowing some time for the pupils to settle into school to ensure their well-being and that the conditions of learning were optimal.

Academic	Well-Being
<p>Reading: (whole school data)</p> <ul style="list-style-type: none"> Pupil attainment was approximately 6 months behind the expected standard. Approximately 45% of the pupils were at 'age related expectation' compared to a typical 70% in previous years at this time. <p>Writing: (whole school data)</p> <ul style="list-style-type: none"> Pupil attainment was approximately 6 months behind the expected standard. Approximately 40% of the pupils were at 'age related expectation' compared to a typical 65% in previous years at this time. <p>Maths: (whole school data)</p> <ul style="list-style-type: none"> Pupil attainment was approximately 6 months behind the expected standard. Approximately 45% of the pupils were at 'age related expectation' compared to a typical 70% in previous years at this time. <p>Phonics:</p> <ul style="list-style-type: none"> Year 2 percentage on track to pass the Phonics Screening Check had decreased from 86% to 60% <p>EYFS:</p> <ul style="list-style-type: none"> Baseline data indicates a lower proportion of pupils are on track in their 'ARE' than typical. Areas of concern are:-Understanding; Self Care/Self Awareness; Managing Feelings & Behaviour; Making Relationships; and GLD. 	<ul style="list-style-type: none"> 100% of pupils returned in September 2020 following publication of a comprehensive plan that had been shared with parents. All staff returned in September 2020. Pupils were excited to return to school and see their peers. Attitudes to learning have been very positive. A group of pupils struggling with confidence and anxiety and/or needing support for mental health. A significant number of parents struggling with anxiety and/or needing support for parenting and mental health. Lack of transition for children coming into Reception class. Significant number displaying social and emotional, behavioural and toileting issues.

Strategy:

How will the funding be spent?	Cost	How will the impact be assessed?
Improving Attainment through Targeting Progress		
<p><i>Focus: Improve attainment in Communication & Language</i></p> <p>Development of listening stations in EYFS & Y1 in the purchase of Tonieboxes and relevant stories. Each box is approximately £70 with additional costs for new characters. The purchase of 4 boxes and additional characters is planned.</p>	£500	<ul style="list-style-type: none"> Progress/attainment in Listening & Attention (EYFS). In Year 1, Writing progress/ attainment is improved reflecting an improvement in vocabulary. In Year 1, improved attainment/ progress in Reading Comprehension.
<p><i>Focus: Improve attainment in Phonics and Reading and embed early reading strategies.</i></p> <p>Purchase phonics resources to support Letter and Sounds along side the reading programme in school</p>	£800	<ul style="list-style-type: none"> Reading comprehension and fluency will be improved in both year 1 and EYFS. Phonics is taught with fidelity to Letters and Sounds across KS1 and into KS2. Greater range of books for the teachers to select from.
<p><i>Focus: Improve attainment for children in Reception and Year 1 as they have missed transition work to maintain progress.</i></p> <p>Reception – phonics and outdoor resources to provide transition into an enhanced learning environment that will support accelerated learning opportunities.</p> <p>Year 1 phonics and outdoor resources to provide focused continuous provision and hands on, practical learning opportunities for all children. This will allow for accelerated learning opportunities for those pupils who missed much of Reception year.</p>	<p>Rec £310</p> <p>Year 1 £440</p>	<ul style="list-style-type: none"> Attainment for pupils starting Reception will allow them to 'catch up' to where they should be at the end of Reception. Attainment for pupils transitioning to Year 1 will allow them to make accelerated progress especially in phonics, reading, writing and maths.
<p><i>Focus: Improve attainment in Reading, Writing & Maths for targeted pupils through making accelerated progress</i></p> <p>Establishing Booster Classes for those pupils in KS2 who have fallen behind their peers. Accelerate learning for those pupils so they are able to access quality first teaching.</p>	<p>Autumn</p> <p>Spring £1,710 (12 weeks)</p> <p>Summer £1,710 (12 weeks)</p> <p>£3,420 Full year</p>	<ul style="list-style-type: none"> Targeted pupils are tracked in terms of attainment and progress. Baseline used to monitor progress against termly assessments. Assessment records kept, detailing the focus areas.
<p><i>Focus: Improve attainment in all subjects and increase learning skills to make accelerated progress.</i></p> <p>Pupil stamina and resilience both physically and mentally has deteriorated over lockdown. Provide outdoor and active learning opportunities to build learning and physical skills.</p>	Teach Active £895	<ul style="list-style-type: none"> Pupil attainment and progress in learning making accelerated progress from starting points.
<p><i>Focus: Staff using up to date methodology to support pupil learning and progress.</i></p>	£2,500	<ul style="list-style-type: none"> Pupil attainment and progress from starting points improved because of staff knowledge

CPD available through National College, National Online Safety, BDBE, LCC		and understanding of up to date methodology.
Ensuring Pupils Continue to Access Learning		
<i>Focus: Improved Remote Learning</i> Continue to develop fluency in maths across KS1 and KS2. Purchase Maths Circle for online learning access to Numbots and Times Tables Rock Star	£300	<ul style="list-style-type: none"> Continued and further improved high standard of fluency in Maths across the school. Outcomes tracked by DH.
<i>Focus: Improved Remote Learning</i> Ensure all pupils have the IT knowledge to be able to access remote learning and fulfil online expectations. Purchase I compute.	£1395	<ul style="list-style-type: none"> Pupil access online learning using IT knowledge taught in school. Pupil attainment maintained throughout Blended and Remote Learning.
<i>Focus: Ensuring siblings of pupils isolating can access school</i> Assisting parents with drop off procedures for siblings at a later time than the main school.	£0	<ul style="list-style-type: none"> Pupil attendance. Individual pupil progress and attainment. Well-being of families.
Improve Well-Being for Identified Pupils		
<i>Focus: Improved Behaviour</i> Small group behaviour intervention using Zones of Regulation with additional support.	£1500	<ul style="list-style-type: none"> Tracking reflects less behavioural incidents. Progress of targeted pupils in PSED.
<i>Focus: Improve confidence/reduce anxiety</i> Procurement, CPD and implementation of Kidsafe.	£1500	<ul style="list-style-type: none"> Baseline and endpoint assessments (Well-being radars) reflect pupils feel more confident and less anxious.
Total Expenditure	£16,560	

Review:

The impact of the strategy will be evaluated and reviewed by senior leaders and governors following assessment periods (Dec 2020; March 2021; June 2021) and adapted to continue to meet the needs of the pupils as differing needs may arise over the course of the year ensuring that our approach is dynamic.