



St. Mary's Catholic Primary School

Catch-Up Premium & Pupil Premium Plan September 2020 – July 2021

Due to low level of funds, school has combined the Pupil Premium Funds to the Catch-Up Premium in order to see the greatest impact for this academic year alone.



Summary Information

School	St. Mary's Catholic Primary School, Billinge				
Academic Year	2020 - 2021	Total Number of Pupils	203 17 PP 3 Post LAC	Total £46, 140	£16,240 Catch -Up £29,900 P Premium

Guidance (Catch Up Premium)

Children and young people across the country have experienced unprecedented disruption to their education as a result of the Coronavirus pandemic. Although the pandemic has impacted upon the lives of everyone, those from the most disadvantaged backgrounds will be among those hardest hit.

As a result of this disruption, the government is providing funding to cover a one-off universal catch-up premium for the 2020-2021 academic year. Schools' allocations were calculated on a per pupil basis of £80 per child (from Rec - Y11)

Guidance Pupil Premium

Pupil Premium is funding to improve education outcomes for disadvantaged pupils. Pupils who are eligible for free school meals, or have been eligible in the past 6 years; pupils who been adopted from care or have left care and children who are looked after by the local authority all receive PP funding. Children, who have a parent serving in HM Forces, also receive a smaller premium. School leaders are able to decide how to best spend the pupil premium and do not need to spend the premium, so it solely benefits eligible pupils.

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 guide for schools to use to enable them to use this additional funding in the most effective way.</p> <p>AS THE PUPIL PREMIUM FUNDING IS HISTORICALLY USED IN THIS WAY, IT SEEMS APPROPRIATE TO COMBINE THE TWO FUNDING STREAMS THIS YEAR IN ORDER TO ACHIEVE THE GREATEST IMPACT.</p>	<p>The EEF advises the following:</p> <p>Teaching and Whole School Strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted Approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes and activities • Extended school time <p>Wider Strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology • Summer support

Catch-Up/Learning Priorities	
<p>Upon the children's return to school following lockdown (March 2020 - Sept 2020) the following areas have been identified as priority areas. The term 'catch-up' sessions/interventions will be replaced by BOSS (Building on Skills Sessions) as many children will already feel anxious about returning to school without being targeted for 'catch up' support. The term 'catch-up' indicates that the child is behind - it is difficult to measure 'behind' following the pandemic as all children are behind in terms of curriculum coverage due to school closing from March - July 2020 and many children are behind when compared to children in previous years who have had an seamless, uninterrupted year of high quality teaching.</p>	
<p>Maths</p>	<p>Certain mathematic topics (from the Spring and Summer of 2020) have not been taught due to school closure. This content will need to be covered prior to the concept being introduced again in the next year group, so that</p>

	<p>skills and knowledge are progressive. This additional coverage of content/prior learning, in addition to the existing content for the year group, will slow the pace of learning down - meaning that some year groups do not have the time to cover all topics/content from their year group. This will need to be addressed, once again, in the next class before new curriculum content is taught. Whilst many children have used home learning activities/apps to improve their recall of times tables and number facts, many have forgotten how to use informal methods and formal methods of calculation when working with the 4 Rules of Number and others are struggling when working with fractions, decimals and percentages.</p>
Reading	<p>Many of our children read regularly during lockdown and levels of fluency and accuracy have either been maintained or increased in these children. For those children who did not read as regularly, the gap has widened between themselves and their peers and regular, focused sessions will be needed for this gap to be closed. Many of our fluent, independent readers appear to have lost the stamina to complete comprehension activities - and the skills of comprehension appear to have fallen by the wayside (with the exception of basic retrieval skills). Focused tasks to develop/improve the specific skills of vocabulary development, sequencing, predicting and making inferences will need to be delivered through whole class, high quality teaching or through targeted small group or 1-1 interventions.</p>
Writing	<p>Standards in writing appear to have suffered the most during lockdown. The children have lost the stamina to produce high quality, continuous pieces of writing and need lots of encouragement to remain focused. Grammar and punctuation skills have been forgotten and writing scaffolds are being used to support the children in the structuring of their writing. Presentation is not at the same high standard as before lockdown and many children are reluctant to write after using a keyboard during home schooling.</p>
Phonics	<p>Our September 2020 Y2 children missed high quality, teacher led phonic sessions from March 2020 - July 2021 whilst in Y1. The Phonic Screening Check of June 2020 was cancelled and replaced with a check in the Autumn of 2020. Initial baseline assessments of the Y2 cohort in September 2020 identified gaps in attainment that needed to be quickly addressed in order to ensure that these gaps did not impact negatively upon the children's reading/writing development. Our Reception to Y1 cohort and our Y2 to Y3 cohort were also working below expected levels in terms of the coverage of the phases due to the disruption to their learning. Their phonic/spelling curriculum would need to be adapted to reflect this - starting points will need to be taken from the previous year's curriculum and phonic sessions will need to be longer in order to make up the lost learning time. Focused, small group and 1-1 sessions will need to be planned for those children furthest behind.</p>

Foundation Subjects	<p>There are large gaps in knowledge in these curriculum areas as a result of lockdown. Classes have missed whole units of work/periods of historical significance/scientific knowledge. These gaps in knowledge will need to be delivered through a range of activities that do not necessarily take place within the identified curriculum area e.g. the first moon walk may be covered through a reading comprehension activity in Y3 whilst it was missed as a historical unit of work in Y2. (Time constraints mean that it will be impossible to cover a year and a half of historical content in one academic school year.) These activities will allow missed content to be 'dipped into'. Skills that have been missed can be covered through the new units of work e.g. the skills taught in creating timelines in Y3 can be taught in Y4 before building on these to create more advanced timelines in Y4. These missing skills will be addressed through quality first teaching.</p>
Other Priorities	<p>The children's emotional, physical and mental health and well-being will need to be prioritised upon their return to school. Curriculum time will need to be set aside during the first month to enable the children to settle back into school life - exploring their experiences of the pandemic and giving them time to talk about their experiences of lock down and to share their anxieties and worries.</p> <p>Many of our children will have gained weight during lockdown and may struggle with their physical health as well as their self-esteem.</p>

Phonics				
Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date
<p>At least 83% of children in Y2 will pass the Phonic Screening check in Autumn 2020 (target reflects number of children achieving 1 in the EYFS for reading)</p>	<p>Y2 and Y1 class teachers to baseline the children in order to determine the gaps in phonic knowledge that are there as a result of the lockdown</p> <p>Employ an experienced teacher of phonics to deliver 1-1 and small group BOSS (Building on Skills Sessions) to identified children from Y1 and Y2 in order to close the gaps.</p>	<p>Initial Y2 baseline test in Sep 2020 showed that 60% of the cohort would have achieved a pass mark of 32+</p> <p>Following the targeted sessions 90% of the cohort achieved a pass mark of 35+ with 47% of the cohort scoring either 39 or 40.</p>	<p>AH JTD JD ST CA</p>	<p>Y2 review Nov 2020</p>

<p>Y1 children will be working at least in line with previous Y1 cohorts in terms of Letters & Sounds coverage and phonic recognition. At least 85% of children in Y1 will pass an internal phonic screen check in July 2021 (July 2020 - 73% achieved at least at 2 in reading by the end of EYFS.)</p>	<p>Additional sessions given to disadvantaged chn</p> <p>Purchase of Phonics Play programme to support the delivery of phonics across EYFS and KS1</p> <p>Anticipated Cost for Reading and Phonics BOSS sessions - 35 weeks @4hrs per week approx. £6,000</p> <p>Purchase of Phonics Play - annual fee of £60.00</p> <p>Purchase of Phonic Activity Books £300</p>	<p>The Y1 children participated in a phonic screening check at the end of the Summer Term in order to identify gaps in knowledge in preparation for phonic interventions in Y2. % of the class achieved a pass mark of 32+</p> <p>Children who did not achieve 32 will be targeted in the Autumn term of Y2 2021</p>		<p>Y1 review July 2021</p>
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Reading KS1				
Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date
<p>50% of Rec children entered Y1 in September reading at Book Band 1. This is significantly below previous years. 27% of these children achieved a 1 in reading at the end of EYFS.</p> <p>At least 70% of Y1 children to be working at least within Book Band 5 by the end of Y1</p>	<p>1-1 daily reading for the 7 chn achieving a 1 in reading at the end of EYFS (class teacher & TA)</p> <p>Additional 1-1 BOSS reading and phonic sessions</p> <p>Anticipated cost: £3000</p>	<p>April 2021</p> <p>62% of cohort currently working at Book Band 5 and above.</p> <p>42% have already achieved Book Band 7 or higher</p> <p>17/26 = 65% of children were working at least with expected</p>	<p>JTD JD ST CA AH</p>	<p>Interim Review April 2021</p> <p>July 2021</p>

	Purchase of school subscription to Classroom Secrets to support intervention work £252.00	<p>levels for a Y1 child by the end of July 2021</p> <p>5/26 = 19% were demonstrating signs of working at greater depth.</p> <p>Those children not working within Y1 expectations will receive reading intervention sessions from Sept 21</p>		
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Reading KS2				
Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date
<p>Baseline Reading Comprehension Tests in September 2020 (tests taken from previous year e.g. Y3 chn sat Y2 test) highlighted a number of children who did not achieve the expected pass mark.</p> <p>At least 80% (24/30 chn) of Y3 will be working within expected standard for Y3 by July 21</p>	<p>Small group intervention led by an experienced KS2 teacher during the Autumn/Spring Term. Intervention to focus on the skills of sequencing, skimming, scanning, summarising and inferring. Intervention also to focus on building the children's stamina and resilience.</p> <p>Y6 children to receive additional reading comprehension sessions as</p>	<p>July 2021</p> <p>Y3 - 83% are working at least at expected standard with 23% working above. Of the 5 chn working below expected standard, 3 chn are only just slightly below.</p>	<p>AH HC EG BD BH</p>	<p>Interim Review April 2021</p>

<p>At least 80% (23/29) of Y4 will be working within expected standard by the end of Y4</p> <p>At least 75% of Y5 will be working within expected standard by the end of Y5 (cohort specific)</p> <p>At least 90% of Y6 will be working within expected standard by the end of Y6 (judgement taken from an average score from 5 past SAT papers)</p>	<p>part of their daily class work - delivered by a member of the Y6 team and through after school BOSS sessions in the Spring/Summer Term - no costs as staff giving time up voluntarily</p> <p>KS2 chn to complete CGP comprehension test in July 2021</p> <p>Anticipated cost for reading, writing and maths BOSS sessions - 2 days a week x 35 weeks approx. £15,000</p> <p>Subscription to Classroom Secrets - cost included above</p> <p>CGP - Reading Comprehension Tests Y3 - Y5 - £110</p>	<p>Y4 - 90% are working within expected standard with 10% working above. Of the 3 chn working below, 2 are just below.</p> <p>Y5 - 73% working within expected standards - although 5 (16%) are just within. Of the 73% - 7% are working above.</p> <p>Y6 - 97% are working at least at expected standard with 67% working above. 1 ch (3%) is working below.</p>		<p>July 2021</p>
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Maths																																											
Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date																																							
<p>To use White Rose Resources to identify gaps in learning and to teach high quality mathematics lessons that:</p> <p>a) cover content missed from previous year as a result of the lockdown</p>	<p>Subscribe to White Rose Maths - Premium Resources</p> <p>Purchase of Manipulatives Boxes from TTS to support the children's learning and independence in mathematics</p>	<p>July 2021</p> <p>Year 4 Multiplication Check Results</p> <table border="1" data-bbox="1137 1257 1776 1326"> <tr> <td>25</td><td>24</td><td>23</td><td>22</td><td>21</td><td>20</td><td>19</td><td>18</td><td>17</td><td>16</td><td>15</td><td>14</td><td>10</td> </tr> <tr> <td>12/29</td><td>8/29</td><td>4/29</td><td></td><td>1/29</td><td>2/29</td><td></td><td></td><td></td><td></td><td>1/29</td><td></td><td>1/29</td> </tr> <tr> <td>41%</td><td>28%</td><td>14%</td><td></td><td>3%</td><td>7%</td><td></td><td></td><td></td><td></td><td>3%</td><td></td><td>3%</td> </tr> </table> <p>Rec -</p> <p>Year 1 - 88% working within 8% just below</p>	25	24	23	22	21	20	19	18	17	16	15	14	10	12/29	8/29	4/29		1/29	2/29					1/29		1/29	41%	28%	14%		3%	7%					3%		3%	<p>AH JTD JD EG BH</p>	<p>July 2021</p>
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<p>b) build upon prior learning as identified through the use of White Rose Assessment materials and learning resources/unit booklets - thus ensuring that the children are working at age related expected levels by July 2021</p> <p>To use White Rose Resources to:</p> <p>c) Continue to deliver high quality maths lessons, that are sequential and build upon prior learning, during any further lockdowns or isolation periods either through live lessons or through videos and content being uploaded - thus ensuring that progress is maintained</p> <p>To use TT Rock Stars and Numbots to:</p> <p>d) enable the children to improve the pace, fluency and accuracy when recalling times table facts through accessing the software whilst in school, during another lockdown or whilst isolating</p>	<p>BOSS sessions delivered by an experience KS2 teacher for children in KS2 to revisit 4 Rules of Number strategies with those children who are struggling to recall formal methods of $+$ $-$ \times \div</p> <p>Y6 children to receive additional mathematics sessions as part of their daily class work - delivered by a member of the Y6 team and through after school BOSS sessions in the Spring/Summer Term - no costs as staff giving time up voluntarily</p> <p>Chn in Y3-Y5 complete CGP end of year Mathematics tests to identify any remaining gaps in learning</p> <p>Anticipated Cost: Subscription TT Rock Stars and Numbots £151 White Rose £120 subscription Manipulatives Boxes £2700 Cost of BOSS sessions already included in costings above 2</p>	<p>Year 2 - 80% working within 13% just below</p> <p>Year 3 - 87% working within 13% just below</p> <p>Year 4 - 86% working within 7% just below</p> <p>Year 5 - 90% working within 10% just below. 13% working above</p> <p>Year 6 - 90% working within 7% just below. 50% GDS (average of 5 past SAT papers)</p>		
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<p>e) 90% of Y4 children will pass the mock times tables check in June 21</p> <p>f) enable KS1 children to improve the pace, fluency and accuracy when recalling number bond facts through accessing the software whilst in school, during another lockdown or whilst isolating</p>	<p>days a week x 35 weeks approx. £15,000 CGP Maths Assessment Booklets Y3-Y5 - end of year test £110</p>			
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Writing KS1

Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date
<p>Identified children will be able to write simple sentences that are correctly punctuated. Handwriting will be correctly formed, consistent in size and have clear ascenders and descenders.</p> <p>The children writing within the small group will produce good quality writing that is clearly structured, correctly punctuated with simple punctuation and neatly presented - letter formation is correct - letters are consistent in</p>	<p>1-1 sessions to focus on pencil grip, posture, letter size, shape and spacing. Focus on creating simple sentences and simple punctuation marks. Use Rainbow Writing and Roll n Write.</p> <p>Small group writing sessions with identified children. Focus on writing in response to a stimulus. Encourage resilience and stamina for writing.</p> <p>Anticipated Cost for Reading, Writing and Phonics BOSS sessions</p>	<p style="text-align: center;">July 2021</p> <p>Children worked well during the building on skills sessions and progress was evident in the pieces produced.</p> <p>Further interventions will continue to be delivered during the Autumn Term</p>	<p>JTD CA</p>	<p>July 2021</p>

size - ascenders/descenders are clear Clear difference in quality of writing from September to July	- 30 weeks @4hrs per week approx. £6,000 (included above)			
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Writing KS2

Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date
There will be a clear difference in the quality of writing as seen in the identified children's books from September to July 2021 - in terms of structure, content, punctuation, use of correct tense, presentation and grammatical accuracy. The identified children will be working more in line with expectations for their year group.	Small group 1hr BOSS sessions delivered by an experienced KS2 teacher on a weekly basis. Alan Peet materials to be used to support a) sentence structure and b) understanding and use of grammatical terms. Writing in response to a stimulus. Teacher modelling Y6 children to receive BOSS writing sessions from Y6 teacher Anticipated cost for reading, writing and maths BOSS sessions - 2 days a week x 35 weeks approx. £15,000	July 2021 Children worked well during the building on skills sessions and progress was evident in the pieces produced. Further interventions will continue to be delivered during the Autumn Term	AH BH	July 2021

Home Learning either due to another National Lockdown or as a result of Isolation				
Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date
<p>Parents and Carers will feel supported whilst their children are learning from home.</p> <p>Paper based learning packs available to support those families who find it more difficult to access online learning e.g. those with several young children; those working from home alongside their children learning from home.</p> <p>In the event of a bubble bursting or another national lockdown, the majority of the children will access online /home learning and complete at least 3 to 4 activities per day - depending on age.</p> <p>Learning is sequential and developmental.</p> <p>Lessons reflect those being taught to the children attending school.</p>	<p>Staff to be trained in how to use TEAMS to deliver live lessons</p> <p>Staff to be trained in how to use the school website to create learning platforms for all individual children so that tasks can be differentiated if needed</p> <p>CEV staff, working from home, to contact families not attending school on a weekly basis to check in with them and to offer support when/if needed. CEV staff to email a summary report to the class teacher to give feedback following the contact.</p> <p>Learning Packs to be photocopied in advance and stored so that they are ready to be sent home if a national lockdown occurs or if child/children need to self-isolate.</p> <p>Live Lessons to be delivered - via TEAMS</p> <p>TA team to be temporarily added to and reallocated so that every year group has 2 members of staff to support those learning in school and to support the teacher in the</p>	<p>April 2021 - Following National Lockdown in Jan-March 2021</p> <p>% Accessing Live Lessons/online learning:</p> <p>Rec - 96%</p> <p>Y1 - 92%</p> <p>Y2 - 90%</p> <p>Y3 - 93%</p> <p>Y4 - 97%</p> <p>Y5 - 100% (7% intermittently)</p> <p>Y6 - 93%</p> <p>Of those children who did not access live lessons, home learning activities were completed and uploaded onto the learning platform or paper-based activities were completed and sent into school for marking.</p>	<p>AH</p> <p>SN</p>	<p>July 2021</p>

	<p>preparation and delivery of live lessons.</p> <p>If teacher is absent due to self-isolating, lessons will be delivered from home with TA supporting children in school.</p> <p>Laptops/tablets to be loaned to those children/families that request them so that all children can access live lessons and home learning activities.</p> <p>Offer places in school for those families in greatest need in addition to the children from disadvantaged backgrounds.</p> <p>Anticipated Cost: Additional photocopying £2000 Additional TA hours £8,000 approx</p>			
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EYFS - New Intake Sept 2020 & Y6 - Y7 High School Transition 2021

Desired Outcome	Chosen Approach & Anticipated Cost	Impact - Once Reviewed	Staff Lead	Review Date
<p>Admission numbers will remain steady</p> <p>New Reception children and their families will feel part of our school family before arriving at St. Mary's in September</p>	<p align="center">EYFS</p> <p>Create a short presentation about St. Mary's to upload onto the school's website for prospective parents to view.</p>	<p>Parental feedback from new Reception parents was very positive</p> <p>Children settled in quickly and routines were quickly established</p>	<p>AH PD AH</p>	<p>September 2020</p>

<p>Positive relationships will be formed between staff and new parents Transition into Reception will be a happy and settled time for the children</p>	<p>Set up a Rising Reception page on school website. Invite parents to send in photographs of their children so that they can 'meet' each other before September. Set twice weekly tasks for the Rising Reception children to complete and send in. Their work will then be shared on their website pages. Meet new Reception children and their parents on a 1-1 basis in the outside seating area in order to share transition information.</p> <p>Y6 - Y7 (2020-2021) Support High School transition events and Summer School programmes being offered by the feeder high schools Liaise closely with high schools to relay information etc High School Maths teacher to come into school for 5 weeks (one evening a week after school for 5 weeks) to introduce the Y6 children to 'High School Maths'. These sessions will: a) reinforce basic skills and knowledge needed for Y7</p>	<p>1-1 New Intake Meetings were well attended, and parents felt that it was a valuable opportunity to meet the class teacher - especially those parents new to St. Mary's</p> <p>Sessions were very well received by both the children and their parents. Only able to deliver 3 sessions due to high COVID rates</p>		<p>July 2021</p>
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	b) explore bar modelling as a tool for problem solving c) introduce basic algebra Anticipated Cost: £150 - photocopying costs £150 - Y7 maths sessions £1000 release of EYFS staff			
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Additional Spending Costs:

Funding for 2 chn to attend 4-week summer camp - £25 a day per child - discount £100 per week - £400 per child = £800

Funding to enable 2 children to attend PGL for two 1-day visits, whilst residential trips were not permitted. = £260 per child = £520

Support with uniform costs = £250

TOTAL SPENT = £40, 673

REMAINING BALANCE = £5,427

This will be carried over to the new academic year to be used towards employing an additional KS1 teacher 1 day a week from Sept 21 to work with an identified group of children who are working below expected levels for reading and phonics (Y1-Y3). Each child will receive an intensive, focused $\frac{1}{2}$ hour weekly session for half a term. The remaining cost of this intervention will be funded through the new recovery premium and PP funding for the new academic year.