

Catch-Up Premium Plan

School: St George's School, Bourton

Summary information					
School	St George's School, Bourton				
Academic Year	2020-21	Total Catch-Up Premium	£ 9040	Number of pupils	113

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 most affected. The aggregate impact of lost time in education may be substantial in some cases, 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 in years reception through to 11.</p> <p>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 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 • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Objectives for Our Recovery Plan (based on assessment and recommendations from the EEF)	
Objective 1	Establish Effective and Helpful Routines
Objective 2	Understand the Individual and Their Community; Rebuilding Relationships and Promoting Well Being
Objective 3	Know and Acknowledge Gaps in Learning
Objective 4	Address Gaps in Learning
Objective 5	Ensure that the curriculum is broad, relevant and engaging.
Objective 6	Ensure that we are Prepared for Blended/Home Learning
Identified impact of lockdown (Please indicate issues/barriers below where relevant)	
Maths	Some specific content was not taught in school and while this was provided for remotely, it has still left gaps in some of the trickier areas of this subject. Children still have an appetite for maths and lockdown has not affected their attitudes. Recall of basic skills and number has suffered – many children are not able to recall number facts, times tables and have forgotten taught calculation strategies. This is reflected in assessments.
Writing	Children haven't necessarily missed units of learning, but they have lost essential practising of writing skills. Sentence structure and use of vocabulary has suffered, leading to a lack of fluency in writing. Many children have lost stamina as long pieces of writing may have been difficult to maintain whilst the children were at home.
Reading (including phonics)	While reading was more accessible to many children than other subjects, the development of skills such as inference, deduction and phonics were not always progressed in the way they would have been in school.
Emotional/ Mental health	Children may have lost their sense of belonging to school and their class. More often than not, many children had lost routines that had provided them security and safety. Children may also struggle, over time, with new routines and procedures in place
Behaviour	Following a return in September some pupils did not follow school rules as well as they did before lockdown. Generally, pupils need to feel part of the school culture again. Some need reminding of rewards and sanctions.
Other	There are now clear gaps in some knowledge – whole units of work were not taught and as a result the children are less able to access prerequisite knowledge when learning something new and they are less likely to make connections between concepts and themes across the curriculum. Children have also missed out on curriculum experiences e.g. trips, residential, visitors and powerful curriculum moments.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools. You may not consider it necessary to devise strategies and implement actions across all areas. Please remove or leave blank if this is the case. An example is provided in each case for illustrative purposes. Create extra rows as required.					
i. Teaching and whole-school strategies					
What’s the specific issue?	What are we going to do about it and what will it cost?	Desired outcome	Staff lead	Review date?	Is it working? (monitor at Christmas and Easter) RAG
<u>Low-level misbehaviour</u> Following lockdown, some pupils did not follow school rules as well as they did before lockdown. Generally, pupils need to feel part of the school culture again. Some need reminding of rewards and sanctions	Remind pupils of the school behaviour policy in lessons and ensure that staff apply it consistently. SLT to monitor. <p style="text-align: right;">No cost</p>	The behaviour of some pupils will improve, in accordance with the policy because they will be clear about boundaries, enforced in a consistent way by staff.	JF	Dec 20	
It’s clear that the lost learning time for many of our Year 1 pupils coupled with low starting points for some means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	A continuum of reception created for first half term in Squirrels with more formal learning being merged in for a strong transition. To collaborate with EYFS professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 s after lost learning time. End of year assessments Professional dialogue around transition needs. Gap analysis of the foundation stage curriculum Money to be spent on resources and intervention <p style="text-align: right;">Cost £300</p>	For teacher to have the resources available to continue a play-based approach to learning. Children will have reduced levels of anxiety around the key stage transition. Children will feel comforted by the familiar approach to learning.	TA and ST	Dec 20	
Forest School provision and outdoor learning opportunities for all to ensure children have opportunities to develop their emotional well-being outside of the classroom.	Money to be spent of resources for developing the on-school Forest School area for classes to use each day. <p style="text-align: right;">Cost £300</p>	Improved Forest school area developed on the school site	KR	January 21	
					<p style="text-align: right;">Total budgeted cost (from where?): £600</p>

ii. Targeted approaches					
What's the specific issue?	What are we going to do about it and what will it cost?	Desired outcome	Staff lead	Review date?	Is it working? (monitor at Christmas and Easter) RAG
<p><u>Writing deficits in Years 3-6</u></p> <p>Some pupils' writing ability regressed during lockdown, especially with Sentence structure, stamina for writing and broad vocabulary. This became apparent during baseline assessments in September. (Please see attached list of names and scores for relevant pupils)</p>	<p><u>1-to-1 and small group tuition</u></p> <p>Teacher employed for 4 extra hours a week to deliver small group tuition during the afternoon one day a week. This will take place for 6 weeks initially. Further sessions to be scheduled, if necessary, for same pupils or new groups after Christmas.</p> <p style="text-align: right;">£4000 (approx.)</p>	<p>Identified children will have significantly increased their writing stamina. A noticeable difference will be seen in their sentence structure when assessing independent writing. They will be confident writer using a greater range of vocabulary.</p>	ST	Dec 20	
<p>Help those who have fallen behind in reading to catch up</p>	<p><u>Additional Guided Reading</u></p> <p>Purchasing additional guided reading materials where necessary to support the improvement in reading of those children who have not been access home reading during lockdown.</p>	<p>Man hours of suitable person to deliver at targeted groups e.g. Pupil Premium</p> <p>Phonics scores and reading tests show improvement.</p>	ST	Spring 21	
<p>Support children who are experiencing behavioural difficulties brought about through issues in lock down</p>	<p>1:1 sessions for children who need this provision</p>	<p>Qualified ELSA support ELSA strategies and Lego Therapy sessions</p> <p>2 hours a week</p> <p>Pupils who have experienced trauma (including domestic abuse) can talk through their worries by a suitably trained practitioner</p>	JF	Spring 21	
<p>Address poor speech and language in key stage 1</p>	<p>Audit materials that we have in school and supplement so that we have sufficient. Ensure staff have training to use them.</p> <p>Equivalent to one afternoon a g a week at £30 a week approx. £600</p>	<p>Organised by SENDCO and TAs who have used these materials in the past</p> <p>Talk Boost.</p> <p>Man hours to deliver these sessions.</p> <p>Following a period of assessment, the children identified in need of support access programmes to</p>	SENDCO	Spring 2021	

		address articulation, vocabulary weaknesses understanding.			
Ensure that blended learning is good quality and fit for purpose	Microsoft Teams Training Organised by JF, TA and Turn IT on INSET/staff meeting training and set up From DfE + some non-contact time to experiment.	Teachers can offer good quality on line learning to our pupils if they are out of school due to covid 19.	JF TA	Dec 20	
Support the needs of pupils having social and emotional issues	ELSA and Lego therapy training for TAs, Two distanced face- to-face training sessions delivered before end of Autumn term. Training cost with Kitty (Dorset SEND) £100	Teaching assistants and other staff attending will be upskilled and have more strategies to help our pupils who are struggling with social and emotional issues	JF	Dec 20	
Targeted interventions for identified children	Small step group intervention for those who need support to pass phonics test this term and also Year 3 pupils who did not reach ARE in Year 2 in reading – some of these children are Pupil Premium. TA hours paid through school funds	Children identified through testing in early September – provision from HS and KR At least 86% pupils in Year 2 pass the rearranged phonics test by end of autumn term. Gaps in learning for KS2 are addressed so that they can access KS2 curriculum	TA	Spring 21	
					Total budgeted cost (from where?): £5700

iii. Wider strategies					
What's the specific issue?	What are we going to do about it and what will it cost?	Desired outcome	Staff lead	Review date?	Is it working? (monitor at Christmas and Easter) RAG
<u>Supporting parents and carers</u> Parents and carers need greater support to help their children learn at home.	Set of 12 laptops to be purchased to be loaned out to parents in case of Lockdown or Bubble closure where children have no access to devices. £3000	Children 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.	JF TA	Feb 21	
Pupils and parents suffering with mental health problems and anxiety on returning to school and suffering bereavement	Mental health and anxiety support Some staff trained in bereavement counselling and offering grief support 1:1 1:1 support- EEF)Some individual cases of parents and carers reporting to have Anxiety issues	ELSA and SLT through conversations and ongoing support Additional support available to break down anxiety and ensure pupil attendance			
					Total budgeted cost (from where?): £3000

	Cost paid through Covid Catch-Up	£9040
	Cost paid through other school budget sources	£100 +TA intervention hours