



St Laurence Church of England Primary School Catch-Up Premium Expenditure Plan September 2020

Overview

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.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Funding allocation

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.

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](#).

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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)



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- summer programmes to help re-engage pupils or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

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. As such, all DDAT schools need to complete the individual expenditure plan below and submit this to the CEO prior to funding being released.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted currently plan to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding and remote learning) to ensure the curriculum has a positive impact on all pupils.



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School name:	St Laurence Church of England Primary School
Academic year:	2020 - 2021
Total number of pupils on roll:	197
Total catch-up budget:	£15,760
Completed by:	Ronni Barker (Head of School)
Date of review:	17th November 2020



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Summer 2020 Catch-Up Actions Completed

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Phonics lessons recorded and accessible via Google Classroom and Tapestry.	Staff provided modelled phonics lessons, via Google Classroom / Tapestry and children in school to support EYFS, Year 1 and 2	All children have previously accessed GC so we were looking to ensure all children benefited from modelled phonics lessons covering initial Phase 2.	Teacher - £550 TA – £398	Jake Ball	Baseline outcomes show gaps in Years 1, 2 and 3. Increased high quality teaching of phonics Regular parental support to ensure all parents are enabled to support learning at home. Increased phonics books to enable all children to take home reading books daily.
Learning Packs shared with children, via Google Classroom, sent home, taken home, for children who cannot access GC	All children provided with opportunities to continue learning and apply essential knowledge.	All children provided with regular, planned opportunities for deliberate practice over the Summer.	£417 Photocopying costs Colour – 1.9p per copy B/W – 0.19p	Joanne Suiter	Learning Packs regularly updated and photocopied. Packs taken to Tesco in Long Eaton. Also, taken to homes.



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or are struggling for a variety of reasons.					
Weekly numeracy and literacy on Google Classroom for every year group (from Year 1 – 6).	Children in all year groups have opportunity to undertake planned, deliberate practice of the key objectives in numeracy and literacy.	All children have weekly planned learning, based upon our assessment of children's needs. All learning focused on deliberate practice of key learning: times tables fluency, arithmetic, Key Instant Recall Facts, reading comprehension and grammatical accuracy.	£0		Baseline assessments undertaken within 2 weeks upon return to full-time opening of school with attainment recorded and analysed via FFT with national and Spring assessments: The younger the children, then the greater the attainment gap. This is particularly evident with phonics, sustained writing and maths.



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Weekly maths zone lessons for pupils in Years 2 and 5. The maths leader and head of school to review the access to the programme on a weekly basis.	To ensure that gaps in knowledge are addressed following identification by the programme. Pupils knowledge increases as does their confidence in mathematics. Knowledge is retained and pupils are able to build upon it to learn more.	Gaps in knowledge for pupils in Years 2 and 5 in maths will decrease.	Maths Zone: Maths leader time weekly over the summer holidays 4 x Supply days - £688	Alex Barto-Smith Ronni Barker	This was less effective than hoped as many parents felt that it was the summer holiday and therefore their children did not have to complete work. Despite this, the maths leader and the head of school chased up pupils who were not engaging with the learning.
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To contact parents of vulnerable pupils throughout the school from March to September to ensure their well-being is considered, as well as ensuring that pupils were safe and ready to learn and access school on return in September.	<p>To ensure Pupils were safe.</p> <p>To ensure pupils and families were fully supported.</p> <p>To regularly check in with families to ensure that they had contact and were not isolated.</p>	<p>Pupils are ready to return to school with a positive mindset.</p> <p>Pupils are ready to continue learning as they have received regular contact from school.</p>	<p>Phone calls £0</p> <p>(Staff phones / blocked number)</p>	<p>Ronni Barker</p> <p>Karen Shields</p>	Parents welcomed this contact and support. Parents were very positive about these interactions and this has impacted upon the positive relationships between school and home. Anxious pupils were more confident and reassured as they had spoken to their teachers.
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To provide stationery, including paper, pencils, rubbers, rulers, pencil sharpeners and zipped folders to be sent home for pupils to use to complete home learning.	To ensure that no pupil was disadvantaged due to lack of resources at home.	All pupils are able to complete the home learning tasks set.	£229.00	Ronni Barker	Parents and pupils were grateful and relieved that they had resources at hand so that they could support and complete the home learning tasks without any additional cost. Parents requested more paper or stationery as they were working through the packs.
Total spend:			£ 2,282 additional spent		



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Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments				
All staff deliver a well -planned appropriate, recovery curriculum. Purchase books to support the recovery curriculum.	All children will receive planned Level 1 education when they return to school, which will support their physical and mental wellbeing, play, communication and key learning. To develop the confidence to talk about their feelings.	✓ All infants, juniors and staff attend school full-time from 3 rd September.	PHSE Books £500	Ronni Barker	✓ Staff have identified clear next steps, using formative assessment and have planned identified next steps.				
		✓ EYFS attend mornings OR afternoons as part of the transition into school. (Start full time .9.20)			✓ Increased attendance across the school.				
		✓ All children baselined for phonics, reading, maths and GAPS.			<table><tr><td>11-Sep-2020</td><td>18-Sep-2020</td><td>25-Sep-2020</td><td>2-Oct-2020</td></tr><tr><td>96.54%</td><td>97.44%</td><td>97.89%</td><td>97.1%</td></tr></table>	11-Sep-2020	18-Sep-2020	25-Sep-2020	2-Oct-2020
11-Sep-2020	18-Sep-2020	25-Sep-2020	2-Oct-2020						
96.54%	97.44%	97.89%	97.1%						
					✓ Accurate baseline of children’s needs has ensured curriculum and groupings revised and provision planned.				
					✓ Full complement of staff at the beginning of the term.				



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	<p>Improved and sustained mental health and wellbeing of children and families.</p> <p>Improved safeguarding with more time available to support children’s safe return.</p> <p>Improved and sustained attendance.</p> <p>Children attend school are safe and able to engage with learning.</p>	<p>Attendance of all children meets at least national</p> <p>All children identified as Tier 2 support on our recovery curriculum, benefit from support for mental wellbeing resulting in creased attendance and self esteem.</p>			<table><tr><td>04-Sep-20</td><td>11-Sep-20</td><td>18-Sep-20</td><td>25-Sep-20</td></tr><tr><td>96.0%</td><td>97.9%</td><td>97.8%</td><td>97.1%</td></tr></table> <p>Next steps:</p> <p>Ensure remote education is enabled for all families to ensure that all children access full-time education in case of any closures.</p>	04-Sep-20	11-Sep-20	18-Sep-20	25-Sep-20	96.0%	97.9%	97.8%	97.1%
04-Sep-20	11-Sep-20	18-Sep-20	25-Sep-20										
96.0%	97.9%	97.8%	97.1%										



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To purchase class novels to support any bubble closures.	<p>To ensure that work is in place immediately so that all pupils can read a quality text whilst in lockdown. This will include shared and individual reading.</p> <p>To plan work around the novel so that all pupils are able to access the same quality input from the teacher.</p>	<p>All pupils will access the same remote teaching to ensure consistency. Work is planned to meet the needs of all pupils and in line with current learning. Work is manageable for teachers.</p>	<p>£1,100</p>	<p>Jake Ball</p>	<p>Resources are available to support remote teaching as well as teaching in the classroom.</p>
PIRA and PUMA gaps analysis following the implementation of the tests.	<p>To identify gaps in specific groups/individual pupil knowledge and plan interventions and</p>	<p>Catch up by the end of Spring 2021</p>	<p>PIRA & PUMA tests: £0 Analysis of data £0</p>	<p>Ronni Barker</p>	



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	catch up based upon this.				
To purchase science books to support the lost learning of the curriculum.	To develop the pupils' reading skills through cross-curricular learning. To extend the genre of pupils' reading.	Lost learning will be taught and embedded through additional reading. This will engage and interest the pupils.	Cost of the books: £421	Sara Hobbins	Initial piloting shows that pupils really enjoyed learning science through this medium.
To purchase exercise books, pencils, rulers, pencil sharpeners and rubbers to support learning for a bubble closure	To ensure that pupils who cannot access the screen remotely are able to complete work in their home learning book.	All pupils will have evidence of completing their home and remote learning. This approach ensures that all pupils can access the learning.	£180	Ronni Barker	Barriers for pupils will have been removed. This approach provides equity for all pupils in their learning.



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<p>To undertake feedback and assessment on the curriculum to ensure that staff are clear of the needs of all pupils, including the emotional health and well-being of the recovery curriculum.</p> <p>To allow the learning mentor to work closely with individual pupils and families.</p>	<p>Curriculum planning is informed by an accurate and consistent assessment of children's starting points and addresses the precise and immediate gaps in their knowledge and skills.</p>	<p>All staff plan on the basis of the educational needs of pupils.</p> <p>All children catch up, so attainment in each year group is at least in line</p>	<p>INSET: 1st / 2nd Sept 20</p> <p>Staff meetings</p> <p>INSET: 23rd Oct 2020 – Review</p> <p>Cost of cover for the Learning Mentor :£1780</p>	<p>Ronni Barker</p>	<p>This approach allows teachers to address the fears and concerns of pupils e.g. a child worrying about a parent losing his job due to COVID-19. Teachers are able to work with individuals as well as the whole class and allows them to transition over to the full curriculum.</p>
Total spend:			£3,981		



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Targeted support (identified as Tier 2 on our Recovery Curriculum).

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To develop active listening, turn taking, sharing and oracy work within the early years.	All children are taught and then practise appropriate oracy skills to ensure that children catch up phonics learning at phase 1 and 2.	Children are able to quickly move onto phase 3 of the phonics programme. Children will be confident in phase 3 and accessing phase 4 well by the end of the reception academic year.	£0	Lynney Anderson and Jake Ball	The impact of this work so far shows
To scan all the phonic reading books onto Tapestry so that parents can	Children have the opportunity to practise their reading with their parents.	Children will pass the phonic check at the end of Year 1 and Year 2.		Jake Ball	Children are reading at home and are being supported by their parents.



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support the reading of their child at home.	Parents know exactly what their child is working on. Parents are able to support and embed the phonic knowledge of their child.	Children will be able to read independently and enjoy reading.			Children are reading independently once logged on to Tapestry.
To use physical literacy to improve core strength and gross and fine motor skills in reception and Year 1.	To develop core strength and co-ordination. To develop children's and pupils' confidence in their ability to hold and use paintbrushes, pencils and chalks.	Children will develop the appropriate skills needed to form letters, numbers and shapes.	£0	Lynney Anderson and Sarah Osbiston overseen by Jake Ball	Teacher has used the baseline assessment to identify key children. These children and pupils are targeted for daily practise for 20 weeks.
To provide additional catch up phonics and an additional HLTA to provide extra reading and interventions in key stage 1.	To rapidly improve children's phonics knowledge so that reading, writing and access to the curriculum is improved.	Pupils and children catch up in their phonic and reading knowledge by Spring 2021	Additional purchase of whiteboards and pens for the catch up sessions: £ 50	Ronni Barker	These are short burst sessions so that pupils do not miss curriculum learning time. This ensures that the HLTA can work with a lot of pupils and the levels of concentration and focus from the children remains high.



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					Sessions are phonic and reading specific and /or access to reading depending upon the need and the gaps of the individual pupil.
To purchase additional books to support the phonic levels of pupils as there is a greater need for the lower stages of books.	<p>Pupils are able to read and practise their skills with books that are matched to their phonic ability.</p> <p>Pupils confidence and independence when reading grows.</p> <p>Pupils become keener readers.</p>	<p>Pupils will pass the phonic check at the end of Year 1 and Year 2.</p> <p>Pupils in Year 3, working below the level of the phonic check, pass the phonic check,</p>	<p>Phonic books. £250</p>	<p>Jake Ball</p>	<p>Pupils are using the books and have the opportunity to practise their learnt phonic knowledge.</p> <p>Parents are able to support the reading at home.</p>



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To provide an additional teaching assistant to give extra teaching of reading support to the bottom 20% of pupils in key stage 2.	<p>To diminish the difference and reduce the gap in knowledge.</p> <p>To provide targeted support for individual pupils.</p> <p>To ensure these identified pupils make accelerated progress.</p> <p>To practice the flow of reading as well as comprehension and questioning.</p>	<p>The gap will have narrowed.</p> <p>Pupils will have clear reading strategies that they can apply when reading independently.</p> <p>Pupils will pass the phonic check at the end of Year 1 and Year 2.</p>	<p>Additional teaching assistant hours x 20 hours £827</p>	<p>Peter Hallam Ronni Barker</p>	<p>These are regular short burst sessions so that pupils have consistency of practise and do not miss key curriculum learning time.</p> <p>XXXXX Feedback from the teaching assistant</p>
To purchase additional reading books for the bottom 20% of readers within key stage 2 who have	<p>Pupils are able to read books independently that match their reading ability but allow for them to practise their reading skills.</p>	<p>Pupils become keener readers.</p> <p>The gap between the bottom 20% of readers and pupils working at</p>	<p>Books £0 (SEND)</p>	<p>Jake Ball</p>	<p>Books are being sent home and pupils are encouraged to read daily. This is referred to in the whole school learning book.</p>



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passed the phonic screening check.	Pupils confidence and love of reading grows with books that interest them.	age related expectation narrows.			
Year 6 small group maths tuition, after school to catch up on lost learning and embed knowledge.	To provide pre and post teaching for pupils and additional focused catch up sessions.	To improve academic outcomes	teacher hours 2 X week (3hours) £25 hour 12 weeks X 75 = £900	Ronni Barker	Targeted interventions will be recognised by the class teacher. Specific gaps have been analysed by the Assistant headteacher (Year 6 teacher) and targeted teaching is therefore planned from here.
To employ part - time LSAs to support small group catch up sessions for both key stage 1 and key stage 2. Key stage 2 LSA working 15 hours over the week and key stage 1 is 5.5	To ensure accelerated progress from pupils to catch up with learning and reduce the gaps. To increase the confidence of individual pupils. Some pupils are recognising that they have forgotten how they could solve problems and complete work, this approach is building	Gaps in learning radically reduce and more pupils are working at the expected standard.	Additional LSA support (EH & RK) - £1835 for Autumn term	Ronni Barker	Pupils are already growing in confidence and independence. Pupils are showing that gaps are being filled due to the small step approach. Knowledge is now beginning to become embedded. Lost learning is being recapped.



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hours. The foci will be for pupils with gaps in learning, usually within a small group. The intervention follows the main teaching input from the teacher.	their self-esteem and self-belief in themselves.				
Total spend:			£3,862		



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Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To provide additional staffing to facilitate breakfast and after school clubs in both key stage 1 and key stage 2 bubbles.	<p>Families have been prioritized and targeted to ensure that pupils are in school and ready to learn.</p> <p>Wrap around care is available to support key workers and vulnerable families during the pandemic.</p> <p>Pupils are having something to eat during both sessions to support their physical and mental health.</p>	<p>Pupils are in school and are ready to learn.</p> <p>Pupils needs are met and have the time to talk to staff prior to the start of school. This allows for any concerns to be addressed before school starts.</p>	£1186 per term (6 hours per week)	Emma Hamilton and Joanne Suiter overseen by Ronni Barker	Parents are grateful for this support. Some families would be unable to get their children into school without this facility. This is especially important for key workers who have to be in work by a specific time.



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Remote education and Chromebooks	All children enabled to access full education, including if unable to come to school due to self isolation. Remote learning is via google classroom and all pupils will have access to their teacher and the current curriculum being taught.	Attendance procedures evidence that all children access learning throughout the year (even when unable to attend due to self-isolation and/or closure of bubble). The barrier of the lack of IT equipment is removed so that all pupils can access remote education by their class teacher.	£4449 for purchase of 20 additional Chromebooks (bringing the total to 26)	Peter Hallam	School has bought 20 this additional purchase would mean that we have 26 to support our children and families.
Total spend:			£5,635		



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Summary report

What is the overall impact of spending?

The intended overall impact is to:

- Support the mental health and well-being of pupils.
- To enable children and pupils to catch up on missed learning.
- To enable children and pupils to recall previous knowledge that they had learnt but have forgotten due to lack of practise.
- Diminish the difference for pupils who lost learning during the lockdown and if and when bubbles close.
- Targeted support for any pupils who have struggled both academically, emotionally and with their mental health.
- Supporting parents and families when bubbles have to close or pupils have to self-isolate.

How will changes be communicated to parents and stakeholders?

Governors:

- Governor Hub
- Fixed agenda item throughout the year (along with Pupil Premium)



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Staff:

- Fixed agenda item on staff meeting agenda.
- Progress meetings
- INSET days

Parents:

- Newsletter
- Letters and reminders sent home
- Use of Teacher to Parents facility
- Facebook pages
- Shared on our website (alongside the Pupil Premium information which we currently share).

Final comments

Final spend: £15,760



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Approved by St Laurence Governing Body:	
Submitted to DDAT:	17th November 2020
Approved by DDAT:	