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London Borough of Sutton - Archdiocese of Southwark

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St. Mary's
Catholic Federation

COVID-19 catch-up premium spending 2020-21

1. SUMMARY INFORMATION			
Total number of pupils:	361	Amount of catch-up premium received per pupil:	£80
Total Catch-up premium budget 2020-21:	£28,880	Percentage of disadvantaged pupils	7.75%

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. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. 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.

This funding will be provided in 3 tranches. The Government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil head-count from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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>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>

<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>	<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
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2. ST. MARYS JUNIOR SCHOOL STRATEGY STATEMENT - INTENT

- **We will support the mental health needs of pupils.** We recognise that these have increased as a result of the pandemic and will be supported by the school. Children are less resilient and have lost some degree of independence.
- **We will ensure that attainment and progress improves for any child that has fallen behind due to the Covid-19 school closures.** Outcomes at the end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March.
- **We will focus on the consolidation of basic skills.** The core skills which enabled successful learning will require increased curriculum time across all year groups. These included: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Children's entrance level into their new groups after periods of time of due to COVID-19
B	Children's use of language in their writing and reading specifically EAL children
C	Time to support learning to catch-up

ADDITIONAL BARRIERS

External barriers:	
D	Well-being & Anxiety: Emotional and social wellbeing of pupils has been affected by lockdown. Time spent on mental health, wellbeing and social skills development will be at the core of all catch up work as many children will have not been in formal school settings for a number of months. We will focus on building up resilience and independence.
E	Access to technology
F	Parent confidence to support their child's well-being and behaviour.

3. PLANNED EXPENDITURE/IMPLEMENTATION - The headings are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools.

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| i. | Teaching and whole school strategies |
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	Desired Outcome	Chosen Approach	Staff Lead	Impact (once reviewed)	Review Date	Anticipated Cost
	<p>Supporting good teaching: All subjects will be planned taking into account gaps in what was taught in previous lockdowns.</p> <p>Supporting teachers, particularly early career teachers, through regular CPD sessions.</p>	<p>Time in year groups to pass this onto next year group.</p> <p>CPD reflection and feedback has effects across all age groups increasing quality first teaching.</p>	Yr group Leaders			included in school budget
	<p>Quality first teaching is used effectively to target whole class gaps and this addresses identified gaps at whole class level.</p>	<p>Support staff deployed to address gaps for all pupils.</p> <p>Additional TA support bought in to work with pupils needing extra support.</p> <p>Additional teaching hours to deliver out of class interventions Agency supply bought in</p>	Year Leaders SLT SENCo			<p>£6,750 to date & further £4,972 for remainder of summer term</p> <p>£9,000 £1,638</p>
	<p>Teaching assessment and feedback The school has an accurate understanding of all gaps as a result of baseline assessment and mini assessments throughout topics.</p> <p>Consistent assessment system across the whole school for all children to provide accurate starting points for teaching and learning.</p>	<p>Baseline all children in September as all year groups previous years data is based on predictions if the children had been in during the summer term of 2020. Handover between Y2/3 to be a priority.</p> <p>Subject leads to ensure consistent approach with baseline materials.</p>	SLT Year Ldrs CT Eng and Maths Subject leads			<p>included in school budget</p> <p>included in school budget</p>

	High quality feedback - Live marking Instant feedback to pupils.	Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups.	Assessment lead CT/TA			
	Emotional Support To enable all children to develop their self-confidence, manage their moods or emotions effectively, manage stress and anxiety, increase their capacity for learning, relax and improve their sleep. To provide 1:1 and small group support for all year groups based on need.	Early Help involvement deployment when required. PSHE leads to support school with their recovery and rebuild strategy with guidance to teachers about MTP. Targeted intervention based on needs from CTs/ TAs . SENDco support in identification Additional staff deployed to year groups term to enable 1:1 and small group intervention.	SENDCo CT Yr LDS			included in additional teacher & TA costs as above
Total budgeted cost:						£20,787

ii. Targeted support/approaches						
	Desired Outcomes	Chosen Approach	Staff Lead	Impact (once reviewed)	Review Date	Anticipated Cost
	Planning for pupils with Special Educational Needs and Disabilities (SEND) An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting	Creating a positive and supportive environment that promotes high standards and positive	SENDCo			SENCO time included in

	<p>them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps.</p> <p>Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p> <ul style="list-style-type: none"> - Zones of regulation training to staff. 	<p>relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p>				<p>school budget</p> <p>£65</p>
Total budgeted cost:						£65

iii. Wider Strategies						
	Desired Outcomes	Chosen Approach	Staff Lead	Impact (once reviewed)	Review Date	Anticipated Cost
D	<p>Well Being</p> <p>Equip parents with skills to support children at home with well-being and behaviour. This will lead to better working habits at home.</p>	<p>Regular contact/phone calls/google drive;</p> <p>Face to face parent meetings in summer term.</p>	SLT SENDCo			
E	<p>Access to technology</p> <p>Teachers have computers/laptops that are equipped with webcams and allow the teachers to access school-based resources from home.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources.</p>	<p>Maximise DfE laptop allocation - Chromebooks</p> <p>Survey parents to see who will need data/loan of Chromebook.</p> <p>Recorded lessons to enable all families to access learning at convenient times.</p>	SLT			<p>included in school budget; donated devices from community and DfE allocation of laptops</p>

F	<p>Supporting and informing parents and carers</p> <ul style="list-style-type: none"> - Promote attendance of pupils in school. - 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 / juggle work commitments. 	<p>Regular phone-calls home to build up home/school relations and trust.</p> <p>Remote learning will be strengthened and enable pupils to complete work online, teachers can provide immediate feedback and marking via Google Classroom. This will mean that parents do not have to print off home learning and school do not have to photocopy large amounts of learning packs.</p> <p>Resources: Maths & English books purchased-provision to work through the summer holiday 2020. The intention of supplying work that can be equally accessed by all families, including consideration for those with English as an additional language and not relying on either electronic tools or the internet.</p>	<p>SLT YR group leaders</p> <p>Computing lead</p> <p>CT's</p> <p>English/Maths Leads</p>			<p>additional phone lines installed-included in school budget (£250)</p> <p>£6,455</p>
Total budgeted cost:						£6,455