



SAINT AMBROSE CATHOLIC PRIMARY SCHOOL



Coronavirus (COVID-19): catch up funding Impact Plan 2020-21

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The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic.

Schools will receive £80 per pupil from reception to Year 6. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term.

Catch-up plan

School name:	Saint Ambrose Catholic Primary School Autumn term						
Academic year:	2020-21						
Total number of pupils on roll:	191						
Total catch-up budget:	15,920	First installment:	3980	Second installment:	5120	Third installment:	6500
Date of review:	End of Autumn Term, Spring Term and Summer Term						

Teaching and whole-school strategies

Action	Intended outcome	Impact	Cost	Staff lead	Comments
Years 1-6 Deployment of teaching assistant to each class Whole Year/Ongoing	The use of TAs to deliver high quality class interventions, which complement the work of the teacher. <u>EEF view</u> This is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils.	Evidenced in positive gains made for all pupils. Evidenced in progress in all year groups (2 points per term average) Writing all classes averaged 3 points or more progress Reading all classes average or above progress Mathematics all classes made average or above progress	Staffing budget	E. Brocklesby, L.Holtom and L.Brewer	Opportunity provided for precision teaching to take place across the school e.g. smaller targeted phonics interventions in Y1/Y2 phonics during the school day. SEND IPM Targets targeted in each classroom (Learning Mentor allocated to Y5 bubble) Bottom 20% of readers in each class provided with opportunities to be listened to read by adults every day.
Total spend:			£ from Staffing budget		

Targeted support

Action	Intended outcome	Impact	Cost	Staff lead	Comments
<p>Phonic Intervention programmes Reception, Year 1 & Year 2</p> <p>EEF ‘In order to support pupils who have fallen furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.’</p> <p>Autumn Term</p>	<p><u>Reception</u> Children being secure on Set 1 sounds and blending by Christmas to catch up to ARE.</p> <p><u>Year 1</u> To accelerate progress and attainment for Phonics in Year One by delivering catch up sessions out of school hours.</p> <p><u>Year 2</u> To accelerate progress and attainment for Phonics in Year One by delivering catch up sessions out of school hours. To be in line with national for Y2 Phonics screening.</p>	<p>Children to catch up rapidly and be on track by end of Aut term.</p> <p><u>Reception Impact:</u> 73% blending by end of Aut term 83% confident blending by end of Spring term.</p> <p><u>Year 1 Impact:</u> Baseline Sept- 31% on track End of Aut 2-73% on track in RWI Phonics. Maintained 73% on track end of Spring term.</p> <p><u>Year 2 Impact:</u> Baseline Sept- 48% on track to pass phonics screening. Phonic Screening Check Dec- 81% Pass rate</p>	<p>Aut Staffing cost £1268</p> <p>Aut Phonics resources £317,12</p> <p>Spring: £330 Resources: £47.26</p> <p>Summer: £469.16</p>	L.Brewer-Part of NPQSL	<p>Reception-1:1 Intervention 3x week until children were secure on Set 1 sounds. Only 2 chn working on Set 1 sounds (July '21) - 1 child repeating the year. Daily interventions on sounds 1:1.</p> <p>Before School and After School catch up groups for KS1 began in Autumn 1 led by the teaching assistants in KS1. This was overseen and monitored by LB who also covered any staff absences.</p> <p>Findings showed that children were more alert and focused with the before school groups. This was taken into account for Spring interventions prior to us going into lockdown.</p> <p>Feedback from parents: ‘Jack benefited greatly from the booster sessions.’ ‘He really enjoyed going to the group and he always talked about it positively.’ Rapid progress was made by Christmas. (See Phonics Data Sheet)</p> <p>100% of staff felt supported by phonics lead.</p>

<p>Catch up interventions Morning and after school boosters Year 6 English and Maths</p> <p>Autumn Term</p>	<p>Year 6 focus groups: To catch up on objectives missed from Year 5 Curriculum. To pre-teach and consolidate concepts. To ensure pupils make significant progress towards ARE.</p>	<p>Current Impact: <u>Reading:</u> Baseline Sept: 34% ARE End of Aut: 64% ARE End of Spring: 65% ARE End of Summer: % ARE <u>Writing:</u> Baseline Sept: 35% ARE End of Aut: 64% ARE End of Spring: 73% ARE End of Summer: % ARE <u>Maths:</u> Baseline Sept: 31% ARE End of Aut: 64% ARE End of Spring: 73% ARE End of Summer: % ARE</p>	<p>Staffing cost £912.96</p>	<p>L.Holtom</p>	<p>2 groups x 2 sessions for reading/grammar a week 2 groups x 2 sessions for maths a week 1 group x1 session reading/grammar 1 group x 1 session maths A lot of time was spent re-teaching and consolidating pupils' understanding of how to use the four methods of calculation before moving onto embedding skills taught in normal school hours Children's confidence was boosted with these sessions and as a result attitude to learning improved.</p>
<p>One to one focus readers</p> <p>Autumn Term</p>	<p>Focus readers in Year 2</p>	<p>Year 2: 25 pupils Aut 1 25% of pupils at ARE End of Aut 2 58.3% of pupils at ARE an increase of 33% End of Spring: 52% ARE End of Summer:</p>	<p>Staffing £908</p>	<p>A.Crumpler</p>	<p>Daily 1-1 sessions for targeted children focusing on Using a range of strategies including accurate decoding of text, to read for meaning Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer or interpret information, events or ideas from texts</p>
<p>Improve Remote learning Provision for all pupils</p> <p>Spring Term</p>	<p>Quality of lessons and teaching improved for all with upgraded technology</p>	<p>Resources XP pens £200 Headphones £280.00 Webcams £232.00 Tripod for filming online lessons: £13.99</p>	<p>Resources £725.99</p>	<p>E.Brocklesby</p>	<p>All live lessons can be taught via webcam using headphones, and xp pens 'We've been very impressed at how school was ready for home school learning and have appreciated how the teachers have been accessible, contactable and do come back to your promptly to help resolve issues. Both children enjoy reading and showing us the feedback they get from their respective teachers – this is a positive and encourages</p>

					them to do well with the school work' (Parent Feedback February '21) No bubble closures/remote learning during Summer Term.
Purchase Maths resources for Y2 pupils.	Improved maths outcomes for all pupils in Y2 in Summer Term.	Aut 1 Baseline: 29% Aut 2: 63% Spring 2: 54% Summer 2: %	£166.70		
Embed 'I am a Clever Writer' writing approach across the school and provide CPD coaching support for staff	Improved writing outcomes for all pupils. Improved presentation in books. Improved staff confidence in planning and delivering writing lessons.	Resources: Sarah Lilley (writing specialist support) Spring ARE: Summer ARE: Y1: 77% Y1: % Y2: 52% Y2: % Y3: 48% Y3: % Y4: 63% Y4: % Y5: 54% Y5: % Y6: 73% Y6: %	£1800	L.Holtom	100% of staff now feel confident teaching writing and know how to plan coverage for their year group. 100% also feel they know how to plan for progression in a genre of writing – Staff Questionnaire March 2021 'Books show a consistent approach and higher standards of presentation. There are good amounts of work in books and outcomes are linked to the learning intentions. Marking shows children what they had done well and there is consistent feedback across the school'. SIP Report, March '21.
Catch Up interventions Summer 2	Use 1 x TA and 1 x Teacher to deliver high quality small group interventions to bridge gaps (Y2/Y3).		TA: £307 T: £1350	E.Brocklesby	
Reading Books	Purchase Reading Books to support GD in Y2 and WCR across the school.		£1306.03	L.Brewer	
Total spend:			£15920		

Wider strategies

Action	Intended outcome	Impact	Cost	Staff lead	Comments
Help all children become resilient and give them tools and techniques to manage emotional and mental health. Ongoing	Relax Kids resources to be used in all classes	Supporting pupils' social, emotional and behavioural needs	Relax Kids resources £100	E.Brocklesby and L.Holtom	All the resources can now be accessed on staff share.
Boost pupils fitness and mental well being to have a positive impact on behaviour Ongoing	2 fitness coaches leading well being activities every day at lunchtime		Aut Staff £1060 Resources: £351.98 Spring Staff £2160 Sum Staff: £2160	E.Brocklesby and L.Holtom	Change for life fitness focuses on fitness and well being Children engaged at lunchtimes and enjoying the opportunity to work with fitness coaches.
Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – e.g, offering advice about effective strategies for reading with children Ongoing	Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day.	Promote a meaningful relationship between home and school. Evidenced at Parent Teapot time and 1-1 well being sessions for parents.	Staffing budget	M.Wallace	Nurture Lead available daily and responds to the needs of parents via telephone, email or virtual meetings. Link developed between DY10 project well being boxes delivered to 75 families during December which continued until Easter. Tea Pot Time – Tuesday morning offered for all parents.
Total spend:			£3831.98		

