

St. John Bosco RC Primary School Pupil Premium Catch Up Funding 2020-2021

Catch-Up Premium

The Government has announced that £1 billion of funding has been earmarked for schools 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 due to Covid-19. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

The grant will only be available for the 2020 to 2021 academic year. Schools should use this funding for specific activities to support their pupils to catch up on lost teaching over the previous months, in line with the guidance issued.

School allocations are based on per pupil funding and will be £80 for each pupil in reception through to year 6. The school will receive this funding in 3 payments:

- Autumn 2020 – an initial payment based on October 2019 census information
- Early 2021 – a payment based on updated data from October 2020 census, this payment will take account of the initial part-payment made in Autumn, schools will receive a total £46.67 per pupil over this period.
- Summer 2021 – Schools will receive £33.33 per pupil based on October 2020 census.

Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf
<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people. The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

Aim to return to the school's normal curriculum in all subjects by summer term 2021.

Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach*:

A Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

B Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

C Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

The total grant expected over the academic year is £16,000.

Below is our action plan for how the funding will be spent. This will be reviewed each term by Governors and Leaders.

1. Summary Information	
School	St. John Bosco RC Primary School

Academic Year	2020-2021	Total PP Catch Up Funding	£16,000	Date of most recent PP Review	November 2020
Total number of pupils	216	Number of Pupils Eligible for PP	57	Date for next internal review of this strategy	Spring 2021

2. Barriers to Learning	
Issues identified from September 2020 as barriers to learning	
1.	Gaps in Reading knowledge due to lockdown (March – July 2020) Reading gaps measured September 2020 (PIRA Year 1 – Year 6)
2.	Gaps in phonetic knowledge due to lockdown (March – July 2020) Particularly: Reception, Year 1, Year 2, Year 3
3.	Speech and language development (EYFS baseline September 2020)
4.	Gaps in Maths knowledge due to lockdown (March – July 2020) Maths assessments; both formal, topic completed in September 2020 to use as baseline.
5.	Ensure all pupils can access online learning at home. (Remote Learning Survey)
6.	Maintain a high attendance % for all pupils. (Weekly attendance analysis, AStar Attendance provide monitoring and support)
7.	Wellbeing: Potential concerns around safeguarding, anxiety of lockdown. (Parental engagement)
8.	Staffing: Due to following DfE guidelines, could impact on quality of teaching and interventions, SEND, disadvantaged pupils.

3. Quality First Teaching					
Academic Year	2020-2021				
Action	Issues	Tier	Intended Outcome	Time Scale	Planned Cost
To support the quality first teaching taking place. TA to support the teaching of small group work 1:1 tuition to narrow the gaps.	1 2	A B	<ul style="list-style-type: none"> Individual small group tuition will narrow the gap in reading, phonics and maths fluency (assessed via ongoing assessments ½ termly data) 	October 2020	TA support (Agency)
Purchase of phonic based games to support small group/1:1 focused activity with TA.	2	A B	<ul style="list-style-type: none"> Increased small group tuition will narrow the gap and show increased phonic development. 		£500
Impact					
<ul style="list-style-type: none"> Placement of ITT Student through Deanery Partnership to support Year 2. Small group work 1:1 tuition focusing on phonics 	1 2 4		<ul style="list-style-type: none"> Individual/small group intervention will narrow the gap in reading, maths and phonics (initial data – progress data) 	September 2020	N/A
Phonics Lead to assess Reception, Year 1, Year 2 and support phonics intervention across the school including Year 3. <ul style="list-style-type: none"> TA training Purchase of resources 	2	A B	<ul style="list-style-type: none"> Expect rapid progress in phonic development, especially Pupil Premium, SEND. Monitor through pupil progress meetings, ½ termly data Year 1/Year 2 phonics screening check 	October 2020 December 2020	1 Day Supply (Agency) Resources
<ul style="list-style-type: none"> Purchase Reading Plus for all Key Stage 2 pupils to support reading and increase comprehension skills. To provide training for TA's to deliver Reading Plus. To provide online learning so all children can access Reading Plus at home. 	1 2	A B	<ul style="list-style-type: none"> Narrow the gap in reading development and understanding. Provide adequate online provision for students (Year 3 – Year 6) which can be monitored. Monitor progress of reading age scores termly (PIRA Tests) 		Reading Plus Y3-Y5 £3,095 I-Pads x 10 £3,120
<ul style="list-style-type: none"> To support speech and language development in EYFS To participate in the DfE Nuffield Early Language Intervention Programme. <ul style="list-style-type: none"> Staff will receive online training on FutureLearn. School will receive NELI resources One TA will work with small group: 1:1 intervention 	3	A B C	<ul style="list-style-type: none"> According to research by EEF/DfE, pupil's speech and language will increase by at least 3 months. 	December 2020	TA Release costs: 4 hours per week x 20 weeks Teacher release costs: 4 hours per week x 20 weeks
Impact					
<ul style="list-style-type: none"> To develop online resources to support the speech and language of EYFS children. 	3	A B C	<ul style="list-style-type: none"> Increased oracy in Reception. Summative assessments 	December 2020	Resources Time release

4. Online Learning

Academic Year		2020-2021				
Action	Issues	Tier	Intended Outcome	Time Scale	Planned Cost	
<ul style="list-style-type: none"> Ensure all pupils can access online learning at home. Assess the need for tablets/computers via parental survey. Create a bank of laptops for loan in case of bubble closure/lockdown. Create an effective platform for children to work alongside DfE – access funding to create a GSuite domain. Create an online section on school website that will support parents and children. Develop effective online provision for SEND children. 	5	C	<ul style="list-style-type: none"> Purchase laptops to be loaned to those pupils who require one which will increase online engagement (parental survey planned July 2021) Create an effective online learning platform – Google Classroom. Purchase of laptops x 4 in addition to 4 obtained through DfE platform (Bank of 8 to loan out if required) 	Autumn Term	£3,120 I-Pads x 10 £1,500 GSuite domain supported by DfE	

5. Staffing

Academic Year		2020-2021				
Action	Issues	Tier	Intended Outcome	Time Scale	Planned Cost	
<ul style="list-style-type: none"> To maintain consistent bubbles for all year groups. To maintain intervention support for disadvantaged, SEN pupils. 	5	C	<ul style="list-style-type: none"> Maintain consistent bubbles for all year groups regardless of staffing issues due to isolation, lockdown. 	Throughout	TA Teacher Supply Costs x 14 days	