

Catch-Up Premium Strategy 2020 – 2021

School Overview

Number of pupils in school YR – Y6	209
Proportion of disadvantaged	7%
Catch-up Premium allocation (No. of pupils x £80)	£16720
Publish Date	02.11.2020
Review Dates	04.01.2021
Head teacher	M. Wilson
Chair of Governors	J. Doyle

Context of the school and rationale for the strategy

St. Michael's is an average sized Catholic Primary School with 209 pupils on roll. Our PAN is 2010 and we usually fill all spaces in school. Pupils come from a large and varied catchment area, encompassing former mining communities and recently developed areas. During lockdown, most pupils engaged in home learning in some form but many did not engage in all areas.

In June 2020 we were able to welcome back Reception Class, Year One and Year Six as well as continuing provision for Key Worker and vulnerable children. We were able to accommodate approximately 43% of our total school population by the end of summer term 2020.

From September, our teaching staff are focusing upon the key objectives missed from Summer 2020 – weaving them into their autumn teaching (for example via direct teaching, flashbacks and interventions where necessary) and a focus remains on whole class, quality first teaching.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily teaching in the autumn term.

	B	Home learning is limited due to the current use of the platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
Targeted academic support	C	Not all pupils engaged daily with the online learning materials provided for Maths during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	D	Some pupils had limited access to phonic materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	E	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.

Teaching priorities for the current academic year

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Friends Resilience Programme provided for children who are anxious within school.	Children are more equipped to deal with worries via a range of taught techniques.	Previous questionnaires (before & after) Our school R.E. & worship curriculum runs parallel to the	Friends Resilience Programme T.A. one hour (costs to be confirmed)	Parents concerns related to their child's mental health & level of anxiety when	Head Teacher DHT	

	Staff to consistently use TenTen daily prayers and extend prayers to include worries/anxieties/questions	Children feel comfortable sharing feelings and thoughts in school.	new mental health requirements of the curriculum – September 2020	TenTen £490	returning to school		
B	<p>CPD provided for staff on the effective use of the new online learning platform.</p> <p>All staff to receive CPD in relation to Teams online learning platform.</p> <p>Parents/carers are made aware of the platform and how it can support home learning so they can support their children's use at home.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Online learning platform where teachers can interact daily with pupils at home will be beneficial to pupil engagement and learning (feedback from lockdown)</p> <p>Effective parental engagement supports learning (EEF 2020)</p>	£300	Level of confidence with staff when using Teams.	Head Teacher	

Targeted academic support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	<p>Maths assessments made identify children in need of support (in class – formative).</p> <p>Access to Times Table Rockstars so maths homework</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>Staff trained with new marking policy that focuses on immediate feedback.</p>	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	<p>TTRS one year subscription for home learning £95</p> <p>TA support costs – £3500 (10 hours per week)</p>	Determined from assessments made at the start of the autumn term	Maths lead & Head Teacher	

	<p>expectations are clear.</p> <p>TA and T quality first support within class.</p> <p>TA programme of intervention-basic maths skills (Y3 and 4)</p> <p>National Tutoring Programme (Y5 and Y6)- 15 hour blocks of teaching for 9 pupils in groups of 1:3</p> <p>New marking policy across school.</p> <p>Extra TA support for pupils with SEND (Y6)</p>			<p>Extra T costs (am for Y5 & Y6) taken from Pupil Premium budget</p> <p>Extra TA support in Y6 £1900</p> <p>NTP- 3 blocks of 15 £438.75 (in autumn term)</p>			
D	<p>Early morning reading intervention – selected pupils from Year One and above</p> <p>Lexia</p> <p>Baseline data from online phonic tests.</p>	<p>Reading results to be in line with national average or above.</p> <p>Staff trained with new marking policy that focuses on immediate feedback.</p> <p>I pads available in classes for targeted consolidation/practice.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p>	<p>TA cost 1 hour per day £1500</p> <p>Teaching Assistant Costs x5 afternoons per week in EYFS and KS1 £6480</p>	Phonics data	English lead & Head Teacher	

	New marking policy across school. Extra TA support for pupils with SEND (Y6)			Cost of x10 new iPads (approx.) £3000 Extra TA support in Y6 £1900			
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Wider strategies i.e. Behaviour approaches, wellbeing

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	Counselling Service and related resources planned for, implemented and evaluated. Staff trained in Friends Resilience Programme Daily Mile in every class Resume extra-curricular offers as appropriate	Positive impact on identified SEMH pupils' emotional wellbeing.	Pupil questionnaire Parent questionnaire Multi-agency meetings	To be determined – cost of counsellor taking from Pupil Premium budget -cost of coach taken from Sports' Premium budget	(Behaviour data – incident case numbers on CPOMS)	SENDCO PE Lead Head Teacher DSLs	