



Summary Information					
School	St Peter's Catholic Primary School, Billericay				
Academic Year:	2020 -2021	Total Catch Up Premium		Number of pupils	420

Guidance	
<p>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 the 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.</p> <p>School's 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 Year 11.</p> <p>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.</p>	
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 guidance on</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</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: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf 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>	<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> <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
Identified impact of Lockdown	
Mental Well Being	<ul style="list-style-type: none"> • Use of 5 ways to well being through home learning, Twitter, DBPrimary, 1:1 calls • Opportunity to return to school before the summer holidays • Y6 transition involving celebration and closure • New starter and new classes transition SPTV • Consistent positive atmosphere and ethos in school • Mental well being external support with prompt follow up for groups or individuals
Maths	<ul style="list-style-type: none"> • Strength in maths, particularly mental arithmetic • Clear identified key areas: calculation methods , shape, application and problem solving
Writing	<ul style="list-style-type: none"> • Strength in writing, particularly handwriting and use of talk for writing methods used at home as well as school • Clear identified areas: grammar, stamina
Reading	<ul style="list-style-type: none"> • Strength in decoding and fluency • Clear identified areas: specific areas of comprehension, stamina
Non core	<ul style="list-style-type: none"> • Strength in outdoor learning, art, research, making connections, cross curricular, PE, cultural capital • Clear identified areas: specific aspects of knowledge linked to key topics, trips, resources available for specific subjects, learning experiences for the early years, role play, mud kitchen, etc

Planned expenditure				
Area to develop	Chosen approach	Impact	Staff Lead	Evaluation 2020-2021
Teaching and whole school strategies				
Supporting great teaching	<ul style="list-style-type: none"> • Relentless focus Quality First Teaching/Pedagogy and AFL • Modified curriculum to address gaps in learning identified through baseline • Focus on whole class teaching, effective feedback within lessons 	<ul style="list-style-type: none"> • Rapid progress • Accurate AFL • Closing the gaps in learning • Children responding to feedback and clear 	HT/DHT	AFL effective, early identification and gaps closed promptly

	focusing on misconceptions, mini surgeries, mini tests, sweep interventions	<ul style="list-style-type: none"> • how to make improvements • Engagement and ready to learn 		
Pupil assessment and feedback	<ul style="list-style-type: none"> • Accurate baseline assessment focusing on previous year POS and end of year tests followed by Rapid Recovery Plans • The curriculum will be modified for the first half term weeks to concentrate on significant gaps in learning • Rapid Recovery plans in place, monitored fortnightly • Bespoke tests at the end of Autumn to monitor progress, full gap analysis to inform future teaching and learning 	<ul style="list-style-type: none"> • Accurate teacher assessment • Planning linked to children's needs • Progress • Clear/measurable targets lead to progress • Well informed teachers, children and parent/carers 	Phase leaders	Pupils made accelerated progress due to accurate ongoing assessment and effective modification of planning to meet the needs of all children
Transition support	<ul style="list-style-type: none"> • Year 6 back at school throughout the second half of Autumn to celebrate their journey at St Peter's and prepare for the next step in the Secondary Journey, visit planned • New starters • Each year group • SEND/Targeted individuals 	<ul style="list-style-type: none"> • Happy and settled children • Ready to learn • Open and honest communications • Confidence and self esteem • Progress in learning 	SLT/School leaders	Effective transition and children happy, secure relationships and developed resilience and confidence
Targeted approach				
1 to 1 and small groups	<ul style="list-style-type: none"> • Small group and 1:1 in each year group with a focus on specific needs 	<ul style="list-style-type: none"> • Rapid progress • Responding to children's immediate needs and adapting bespoke interventions to support progress • Independence 	Phase leaders	Pupil Progress was rapid and accelerated and as a result children showcased independence and made excellent progress

Extended school time	<ul style="list-style-type: none"> • Before and after school Year 5 and Year 6 whole class interventions with a focus on: 	<ul style="list-style-type: none"> • Progress in identified areas • Confidence and well prepared for other areas of learning 	UKS2 Lead	Progress made in identified areas through extended day, particularly in Mental Arithmetic and Reading Comprehension Skills
Wider strategies				
Supporting parent and carers	<ul style="list-style-type: none"> • Clear and structured approach to in school and remote learning • Open surgery offer from HT/DHT • Continued focus on teaching and learning and mental well being • Early parent/teacher meetings • Regular communications and feedback • SPTV to support teaching strategies • Early Years virtual coffee morning • Virtual tour for perspective parents • Weekly Newsletters • Support from counselling service for identified pupils/families 	<ul style="list-style-type: none"> • Well informed and settled parent/carer community • Parent/carers equipped and supported • Children are settled and happy 	SLT	Outstanding feedback from parents throughout COVID who felt fully supported through the actions taken by the school
Access to technology	<p>Staff training on Zoom and Teams so live lessons can be taught. £300 CCUP</p> <p>On line resources prepared for pupils who are being tested.</p> <p>We have renewed our subscription to DB primary, My Maths and TT Rock Stars. £4000 - £2000 budget £2000 CCUP</p> <p>Lap top linked to live steam £400 CCUP</p> <p>Webcams purchased so live lessons can be taught to pupils shielding £500 CCUP</p> <p>We have Acquired another set of I-pads to help catch up programmes in school £3000 PA £1500 CCUP £1500</p>	<ul style="list-style-type: none"> • Full participation and engagement • Access to additional resources • Ability to submit learning and gain feedback • Greater contact with parents/carers/wider community • Effective use of time • Significant development in staff's CPD 	HT/DHT	All children accessed the curriculum and the remote learning offer