

St Alban's C of E  
Academy



COVID 19  
Catch up Funding  
2020-2021

## Catch-Up Premium Plan St Alban's C of E Academy

Summary information		
Academic Year: 2020-21	Total Catch-Up Premium: £14,560	Number of pupils: 182 + 21 Nursery

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</p> <p>Children still have a good interest in maths, enjoying the fluency of the subject; however, "lockdown" has affected children's resilience and positivity towards application of skills and problem solving/reasoning.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p> <p>Children are struggling to retain information: they are tired and struggle to retain information that they then need to apply to further problems.</p>
<b>Writing</b>	<p>Children have not necessarily missed 'units' of learning in the same way as Maths; however, they have lost essential practising of writing skills and SPAG elements.</p> <p>SPAG specific knowledge has suffered, leading to lack of fluency in writing – this was identified in end of year SPAG assessments that were carried out in week 5.</p> <p>Those children who have maintained writing throughout lockdown are less affected but they are struggling with the stamina for writing and writing at length.</p> <p>Those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting needed addressing when children returned: it was evident that many children had not had the same expectations that they would have had at school and so need support and continuous reminders of formation and expectations.</p> <p>Spelling knowledge and understanding of rules has suffered greatly. Children spoken to used online platforms such as Purple Mash and word documents to write up their learning and discussed used of spell check which has hindered their ability to re-read and edit spellings.</p>
<b>Reading</b>	<p>Children talked about reading books at home; however, many of our families do not have wide-ranging access to reading books and so children's reading has been affected.</p> <p>Children seem to be less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p> <p>The bottom 20% of readers have been disproportionately affected and the gap has grown wider for them.</p> <p>Children in Year 2 have been significantly impacted with phonics: parents and carers struggled with the application of knowledge and their understanding of phonics including how to teach it and say the sounds.</p> <p>Parents and carers have also commented on how children struggled with their teaching styles and how they were so different to their teacher's normal style.</p>
<b>Wider Curriculum</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure – Teaching and whole-school strategies

Desired outcome	Chosen approach	Cost	Impact (once reviewed)	Staff lead	Review date?
<p><b>Support great teaching (Maths)</b> Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports children's concrete understanding of number.</p>	Order more manipulatives to support the teaching and delivery of maths from Y1-Y6.	£600	Children have access to a wider range of manipulatives, supporting the CPA approach in maths, and allowing teachers to directly target children who have gaps from lockdown.	HA	February 2021
<p><b>SENCO intervention support</b> SENCO deliver IEP targets remotely, supporting hard to engage pupils 1:1</p>	Microsoft Teams used to deliver targeted interventions set by SENCO	£1500.00	Children who were hard to engage during remote learning with class teachers, received quality 1:1 interventions daily with the SENCO, enabling them to achieve the majority of their IEP targets	SW	March 2021
<p><b>SEMH: Intervention</b> Identified children who require support with anxiety around returning to school, attendance, self esteem etc will receive 1:1 sessions with Family Support Worker to support them in engaging in class and whole school life. Parental support to educate families on the importance of attendance and supporting with behavioural issues at home, as well as parents' own mental health.</p>	Family Support Worker time  Poppy O'neil books – You're a Star: Guide to Self Esteem and Don't Worry Be Happy etc.	£1500.00	Children and families felt confident to talk to the FSW, parents and staff, allowing early identification of issues on the return to school and during.  Relevant agencies engaged to support children or families ensuring appropriate support could be accessed.	SH	March 2021
<p><b>1:1 reading remotely with class teacher</b> Children who are spotlight readers will receive daily 1:1 high quality reading sessions with their class teacher remotely</p>	Microsoft Teams and Oxford Owl	£800.00	Spotlight children received quality 1:1 reading sessions on a daily basis, enabling them to read daily, a wider range of texts and develop comprehension techniques through coached sessions with their teacher	JS	March 2021
<p><b>Intervention programme (Numberstacks)</b> An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	Numberstacks is identified and purchased. Support staff and teachers within each year group are trained and they are able to deliver the intervention confidently (inclusive of logging assessments).	£400	Children received tailored, bespoke interventions to support place value and number skills, through a concrete approach.	HA  Support staff (LA, KP, JU, SG, LE)	February 2021
<p><b>Intervention programme (Numberstacks)</b> Provide identified SEND children with individual Numberstacks Kits to support their understanding and application of basic math skills at school.</p>	15 x Numberstacks kits	£300	Larger amount of children have access to a range of concrete resources to support their	HA	February 2021

			understanding of place value and number skills.		
<p><b>Support great teaching (Whole Class Reading)</b>  Whole class reading introduced (4 x weekly) within Year 2-Year 6 to allow children to have access to a wide range of high quality texts.  Peer support and mentoring embedded through whole class reading to support our learning behaviour "be collaborative".  Spotlight readers will have pre reading in the morning to support their knowledge of the text.</p>	Whole class sets of reading books to raise reading aspirations and improve quality of texts	£1000	A love of reading has increased on return to school as children have access to a variety of high quality texts, as well as online resources. Children who were identified as needing support in social skills on return from lockdown, have more opportunities to work more collaboratively, developing their peer social interaction skills.	JS HA	February 2021
<p><b>1-to-1 and small group tuition</b>  Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. Children will be confident readers.</p>	60 second read intervention programme with small groups of children led by Level 2 Teaching Assistant.	60 second reads £96 Level 2 TA 10 hours per week £4013.10 per annum	Majority of children improved fluency in reading, through continued, daily reading intervention; those identified as needing more support were identified to the SENCO for more personalised support.	SW	February 2021
<p><b>Supporting Oracy</b>  Children have access to Oracy champions enabling them to develop and deepen their subject knowledge and understating through talk in the classroom</p>	Enrol 3 members of staff on to the Voice 21 Oracy programme to become Oracy champions who will train other staff members in school	£2000	3 members of staff completed the oracy course and became oracy champions in July 2021. Next steps to develop staff across school.	JS MK AM	July 2021
<p><b>Teaching feedback</b>  Teachers have a very clear understanding of what gaps in learning remain and use this to inform feedback throughout every lesson.</p>	Whole school new marking and feedback policy introduced. Supporting in the moment/live feedback to impact on learners greatest. CPD for staff through staff meetings Team teaching sessions	£200	Whole school feedback and marking policy rewritten to focus on in the moment marking and instant feedback to deepen children's understanding. Working well to identify children's misconceptions or errors. Continue to develop with coaching sessions within lesson time.	DJ HA JS	December 2020
<p><b>Supporting monitoring of development and communication</b>  Parents have access to observation sharing and staff can monitor and record development as well as make links with EYFS framework to support with assessments</p>	Purchase 'Evidence Me' EYFS online educational tracking for use at school and at home to support children with development	£200	Evidence me order placed and letter shared with parents regarding opting out. Review again once in place in EYFS February half term 2021.	JS SW	December 2020

	and staff with tracking and monitoring of development				
<b>Online learning platforms</b> Maths rates of progress and higher level of achievement in KS2 regarding times tables and number skills.	Purchase TTRockstars (Year 2 – Year 6) Purchase Numbots (Reception – Year 6)	TTRockstars - £94.90 Numbots - £83.95	KS2 children using confidently throughout lockdown. Identify ways to promote Numbots and TTRockstars for KSI to develop early fluency skills. Review again February half term 2021.	HA	December 2020
Purchase Deepening Understanding to support problem solving and reasoning across Y1-Y6	Purchase Deepening Understanding (Y1-Y6)	Deepening Understanding - £238.00	Children beginning to demonstrate more understanding of problem solving and reasoning, and staff have easier access to a range of opportunities to stretch and challenge children, where they have missed this opportunity at home	HA	January 2021
Serial Mash to encourage a variety of reading opportunities at home, supporting children to have a wider exposure to texts	Purchase Serial Mash (YN-Y6)	Serial Mash - £200.00	Children began reading a wider range of books for pleasure at home	JS	July 2021
<b>Device Safety</b> Ensure additional iPads are stored safely when on loan to families for remote learning	Purchase additional 32 x iPad covers for children with limited home access	£729.60	All but one ipad returned to school safely and in good condition.	DJ	March 2021
<b>Device Safety</b> Ensure IT technicians have access to all devices loaned to families to ensure safeguarding and online protection	Purchase Meraki system	£1664	Meraki system installed on all devices before issued to children.  IT technicians have access to all ipads whilst with families, allowing children to be kept safe online and identify any updates needed for software children accessed during remote learning	DJ	March 2021
<b>Supporting children, parents and carers</b> Children have access to appropriate stationery and exercise books to supplement their remote learning so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Stationery packages put together for each child in preparation for bubble closure/isolation/whole school lockdown.	200 x lined books - £127.16 200 x square books - £127.16 300 x pencils - £33.58 200 x rulers - £35.98	Children continued to practise fine motor skills whilst at home during lockdown, through use of Microsoft Teams and in exercise books. All children could access learning as they were provided with stationery	DJ	February 2021

	Total budgeted cost	£15,828.43
	Allocation	£14,560
	Provided by school	£1,268.43