

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		HA	February 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		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 and at home.</p>	15 x Numberstacks kits	£300		HA	February 2021
<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		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		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		JS MK AM	February 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>	<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</p>	£200	<p>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.</p>	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>	<p>Purchase 'Evidence Me' EYFS online educational tracking for use at school and at home to support children with development and staff with tracking and monitoring of development</p>	£200	<p>Evidence me order placed and letter shared with parents regarding opting out. Review again once in place in EYFS February half term 2021.</p>	JS SW	December 2020
<p><b>Online learning platforms</b> Maths rates of progress and higher level of achievement in KS2 regarding times tables.</p>	<p>Purchase TTRockstars (Year 2 – Year 6) Purchase Numbots (Reception – Year 6)</p>	<p>TTRockstars - £94.90 Numbots - £83.95</p>	<p>KS2 children using confidently throughout lockdown. Identify ways to promote Numbots and TTRockstars for KS1 to develop early fluency skills. Review again February half term 2021.</p>	HA	December 2020
<p><b>Device Safety</b> Ensure additional iPads are stored safely when on loan to families for remote learning</p>	<p>Purchase additional 32 x iPad covers for children with limited home access</p>	£729.60		DJ	February 2021
<p><b>Device Safety</b> Ensure IT technicians have access to all devices loaned to families to ensure safeguarding and online protection</p>	<p>Purchase Meraki system</p>	£1664		DJ	February 2021
<p><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.</p>	<p>Stationery packages put together for each child in preparation for bubble closure/isolation/whole school lockdown.</p>	<p>200 x lined books - £127.16 200 x square books - £127.16 300 x pencils - £33.58 200 x rulers - £35.98</p>		DJ	February 2021
<b>Total budgeted cost</b>					<b>£11,705.43</b>
<b>Allocation</b>					<b>£14,560</b>
<b>Surplus</b>					<b>£2854.57</b>
<p>Surplus allocation will be regularly reviewed and allocated as needs arise e.g. more stationery will be required if lockdown continues past February half term; more devices have been requested by parents; More 4G routers need to be purchased to support families with no internet provision; Increase of 1:1 provision for vulnerable children in school and all identified children post lockdown.</p>					