



## School overview

Metric	Data
School name	<b>St Michael's C of E Primary School</b> (United Schools Federation)
Pupils on roll	446
Covid-19 grant received November 2020, two further instalments anticipated 2021	£8,180
Academic year or years covered by statement	2020-2021
Statement authorised by	Mr. Martin Harding (Executive Headteacher)
Head of School	Mrs Kate Arnold
Chair of Governors	Mr. Nick Glanfield

## Universal Provision: Covid-19 Catch-Up Premium

In June 2020, the government announced its £1 billion fund to assist education establishments in the delivery of 'catch up' programmes and lessons following an extended period of lockdown and during the very difficult Covid-19 period. This fund was allocated to support children to get back on track following disruptive school closures. St. Michael's C. of E. Nursery & Primary School, as part of the United Schools Federation, fully supports the view that the 'catch-up' funding is especially important for those considered to be the most vulnerable and disadvantaged.

For the country, this equates to a one-off universal £650 million catch up premium for the academic year 2020-2021. This will ensure that schools have the support they need to help all pupils make up for lost teaching time and a £350 million National Tutoring Programme to provide additional, targeted support for the children and young people who need the most help.

For more information on the schools programme for 5-16 year olds, go to: [National Tutoring Programme](#)

### [FAQs](#)

Full details are available at: <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

## **Expenditure**

The United Schools Federation has already put in a structured programme of spending to assist in the recovery process aimed to mitigate the lost teaching time, raise the attainment of all pupils and reduce the attainment gap between disadvantaged pupils and their peers. This includes purchasing curriculum resources and materials e.g. new computers, online reading packages, dongles and specific items requested by our schools. However, our main expense has been tutoring, both online and within school (outside school hours) in order to develop the outcomes of children who have been specifically identified. We recognise that tuition delivered by teachers and experienced teaching assistants will have the greatest impact.

## **Aims**

The overall aim of the implementation of the 'catch-up' funding is to raise the attainment outcomes at the end of 2020-21 for all year groups, sustaining their age-related expectation by the academic year end and, for many, improving on the outcome.

In addition to the educational needs of each child, we have put time and care into ensuring their mental health remains at the best level possible, supporting both parents and children in person, by telephone and video links, and sharing documentation and advice. Our federation has well-trained staff who have provided, and will continue to provide, extensive pastoral support.

In 2020 we opened the school during school holidays and bank holidays and ensured our helpline was available at all times to assist parents/children who were anxious and concerned, whilst also supporting other critical frontline workers to fulfill their roles and responsibilities during the pandemic.

## Teaching Aims:

To:

- deliver and ensure training and support to prepare teachers for the new academic year.
- provide continuous professional development (CPD) opportunities and resourcing to support the implementation of a recovery curriculum.
- ensure teachers have training and support to adjust to structural and organisational changes.
- ensure additional support for teachers in the early stages of their career.
- develop pupil assessment following lockdown periods.
- assess and monitoring pupil progress.
- enable additional transition resources and staffing support to be implemented.

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
Year 2 who were not on track to pass Phonics Screening in Year 1  Year 2 children with gaps in reading, writing and maths skills following return to school/baseline teacher assessments.	Additional phonics teaching and catch up.  Extra Phonics teaching time.  Extra support with writing (linked to sentence level and text level writing).  Extra support with basic maths skills.	Baseline assessments on return to school.  Prior attainment and progress data.	Catch up teacher employed to teach small groups to support: <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Writing</li> <li>• Maths</li> <li>• Reading</li> </ul>	Pupils unable to complete Phonics screening.  Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge.  Pupils have not retained prior phonics learning.  Pupils who had lost confidence with their learning following extended periods away from school.	1 day a week teacher providing support for children in Year 2.  (Additional interventions for Year R and 1: see below)  8 month period  Approx. £6,500	Year 2 pupils make accelerated progress to develop and embed phonic knowledge and early reading skills.  Year 2 borderline children who were at risk of not passing phonics screening now pass the test.  Year 2 pupils make accelerated progress with reading, writing and maths.  Year 2 pupils increase in learning confidence and regain independent learning habits.	LC  EW
All Pupils	Quality First Teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling	Curriculum reviewed and adapted to make up for gaps in education caused	Prolonged time away from normal teaching routines.  New teachers and support staff to the school.	N/A	Strong Quality First Teaching to ensure pupils have the best chance of making up for time away from school.	ALL

			by extended periods away from school.	Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready.			
Children moving from Year R to Year 1	Ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into Year 1 after lost learning time during their EYFS year.	Baseline assessment.  End of year assessments.  Professional dialogue around transition needs.  Gap analysis of the Foundation Stage Curriculum	A continuum of Reception year created for first half of term with more formal learning being merged in to enable a strong transition.  Money to be spent on resources and interventions as needed.  Year 1 outdoor area to be developed.	It is clear that the lost learning time for many of these pupils coupled with low starting points means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.  Time spent supporting the well-being and mental health of younger children returning to school after prolonged periods away – need for nurturing and familiar approaches to enable more effective transition into Year 1.	Supply cover for staff to plan as a team	For teacher to have the resources available to continue a play-based approach to learning.  Children will have reduced levels of anxiety around the key stage transition.  Children will feel comforted by the familiar approach to learning.  Year 1 children will develop key stage appropriate skills to enable more effective transition to Year 1 approaches.	AH BD
EYFS – Year 6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis  Professional dialogue  Planning meetings and planning scrutiny by staff and subject leads	English and Maths and other subject leads given time to analyse curriculums	Teachers need to be fully equipped to ensure Quality First Teaching in every classroom.	Staff meeting time  Supply days  (2 x English day) (2 x Maths)  £1000	All teachers have a clear understanding of the curriculum gaps they need to teach.  Teachers will have increased levels of confidence in meeting the needs of their children.	Subject leads  Teachers
All Pupils	To ensure that all children make at least expected progress in all	Baseline assessments  PAS Sheets	Subject leads and teachers will have the opportunity to conduct learning walks,	Teachers will have the opportunity to improve subject knowledge.	CPD  Subject leader time	Teacher will have greater subject knowledge across all key stages.	ALL

	curriculum subjects.	Flexible assessment for learning	book reviews and progress analysis. Update subject action plans.	Skills progression – a clearer understanding of progress.	Time to review progression and pathway documents.	Teachers to have a deeper understanding of the expectations of progressive skills.	
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### Targeted Support Aims

To:

- deliver one to one and small group tuition to enable children to make accelerated progress and close gaps.
- deliver small group and additional intervention work to support children who have been identified as at risk of not making progress based on prior attainment points.
- extend children’s time in school to provide support outside of the normal school day so that children do not miss additional learning taking place in school.

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
Year 1 pupils who are not on track to achieve in phonics (Year 1 children not on track to pass Year 1 Phonics Screening Test)	Additional phonics teaching and catch up	Baseline assessments  Teacher assessments upon return to school	Small group interventions for support  Additional reading support  Additional targeted teacher support throughout the week  Additional phonics resources linked to phonics scheme (Bug Club)	Small group tuition allowing additional time for effective support the needs of the children and tailor teaching and resources to suit the needs of the group.  Pupils unable to complete Phonics screening.  Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	Additional teacher one day per week for 8 months  £6,500	Year 1 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills.	KS1 Middle leaders

Year 2 children who were not on track to pass phonics screening in Year 1.	Additional phonics teaching and catch up.	Baseline assessments Teacher assessments upon return to school	Small group interventions for support  Additional reading support  Additional targeted teacher support throughout the week  Additional phonics resources linked to phonics scheme (Bug Club)	Small group tuition allowing additional time for effective support the needs of the children and tailor teaching and resources to suit the needs of the group.  Pupils unable to complete Phonics screening.  Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	Additional teacher one day per week for 8 months  £6,500	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills.	
Lower/Middle attaining pupils in Year 3	Tuition after school 1:6  Group for phonics for reading and spelling  GAPS – securing basic skills for sentence writing	Baseline assessments  Data from end of previous academic year as Year 2  Data based on prior attainment	Small group tuition for support  Additional support to enhance basic skills and build confidence as learners	Pupils have been identified as having gaps  Year 3 pupils unable to complete National Assessments due to lockdown  Gaps in learning from KS1 to KS2	3 x hour sessions per week  1 adult: 6 children	Year 3 pupils making accelerated progress to achieve age related expectations by the end of the school year.	<b>Yr3 team NM</b>
Lower/Middle attaining pupils in Year 4	Tuition after school TES – NTP Vision for education  Tuition sessions focusing on reading comprehension skills	Baseline assessments  Data from end of previous academic year as Year 3  Data based on prior attainment	Small group tuition for support  Additional support to enhance basic skills and build confidence as learners	Pupils have been identified as having gaps in their learning.  Pupils have been identified through internal data monitoring and tracking as being borderline ARE.	2 x 1 hour session 1 per week  1 adult: 2/3 children	Year 4 pupils making accelerated progress to achieve age related expectations by the end of the school year.	<b>KA Vision for education</b>

	Tuition sessions focusing on securing maths skills						
Year 5 children who are not on track to meet age-related expectations at the end of Year 6	Tuition before school 1:2/3  Tuition sessions focusing on reading comprehension skills  Tuition sessions focusing on securing maths skills	Baseline assessments  Data from end of previous academic year as Year 4  Data based on prior attainment	Small group tuition for support  Additional support to enhance basic skills and build confidence as learners	Pupils have been identified as having gaps in their learning.  Pupils have been identified through internal data monitoring and tracking as being borderline ARE.	6 x 1 hour sessions per week  1 adult: 2/3 children	Year 5 pupils making accelerated progress to achieve age related expectations by the end of the school year.	<b>KA Vision for education</b>
Higher ability Year 6 children at risk of not achieving Greater Depth learning by the end of Year 6	Smaller class groups for core subjects	Baseline assessments at the beginning of the new academic year  Data from end of previous academic year as Year 5  Data based on prior attainment in KS1  Practice SATs papers	Small group classwork – 3 mornings  Additional support to enhance basic skills and build confidence as learners	Pupils have been identified as having gaps in their learning.  Pupils have been identified through internal data monitoring and tracking as being borderline Greater Depth learners with gaps in particular areas.  Pupils must be secondary school ready – supporting transitions.	3 mornings a week	Year 6 pupils making accelerated progress to achieve Greater Depth learning by the end of the school year.	<b>AQ</b>

<p>Middle attaining Year 6 children who are not on track to meet age-related expectations at the end of Year 6</p>	<p>Intervention sessions focusing on reading comprehension skills</p> <p>Intervention sessions focusing on GAPS – securing basic skills for sentence writing</p> <p>Intervention sessions focussing on maths basic skills</p>	<p>Baseline assessments at the beginning of the new academic year</p> <p>Data from end of previous academic year as Year 5</p> <p>Data based on prior attainment in KS1</p> <p>Practice SATs</p>	<p>Small group tuition for support</p> <p>Additional support to enhance basic skills and build confidence as learners</p>	<p>Pupils have been identified as having gaps in their learning.</p> <p>Pupils must be secondary school ready – supporting transitions.</p>	<p>Catch up teacher 3 days a week</p>	<p>Year 6 pupils making accelerated progress to achieve age related expectations for reading, writing and maths by the end of the school year.</p> <p>Year 6 pupils catch up and are secondary ready.</p>	<p><b>ABI</b></p> <p><b>Year 6 team</b></p>
<p>Pupils in all year groups with social emotional needs and increased anxiety or mental health concerns</p>	<p>Small group support and informal counselling support</p>	<p>By class teachers, SENCO and SLT</p>	<p>Nurture sessions</p>	<p>To ensure pupils are confident and mental ready to learn with strong learning behaviours</p>	<p>Mindfulness and well-being resources</p>	<p>Pupils are able to quickly adapt back into routines and access full learning opportunities.</p> <p>Pupils have greater resilience skills and strategies</p>	<p><b>JF</b></p> <p><b>Teaching staff</b></p> <p><b>Support staff</b></p>
<p>Pupils in all year groups will develop their mental well-being.</p>	<p>Improve mental well-being of all pupils.</p> <p>Increased brain breaks opportunities</p>	<p>Class teachers</p> <p>Support Staff</p> <p>SLT</p>	<p>MindUp</p>	<p>Children understand their brains and how they can manage, control and reprogramme their responses to difficulties and challenges.</p> <p>Children who are happier are better equipped to learn.</p>	<p>Mind up cost</p>	<p>Pupils are able to quickly adapt back into routines and access full learning opportunities.</p>	<p><b>AH</b></p> <p><b>Teaching staff</b></p> <p><b>Support staff</b></p>

## Wider Strategies Aims

To:

- provide child, family and pastoral support to improve outcomes for children and their families.
- provide support for parents' and carers' well-being.
- provide support to enable families to access technology and resources at home during prolonged periods of isolation.

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
Pupil and parental anxiety on returning to school	Mental health support  Anxiety support	Early Help referrals  Discussions with staff	Early Help Referrals – varied channels of support  Individual interventions and support including nurture groups  Online support and advice for parents  Therapy Dog	High proportion of parents and carers reporting increased anxiety issues in children.  Observations of children returning to school – heightened levels of anxiety affecting attendance in some cases.	N/A  Therapy Dog costs	Additional support available to help overcome anxiety and ensure pupil attendance.	SLT
Disadvantaged pupils who don't have stationery and resources for completing work from home due to deprivation or financial difficulties or poor access to Wi-Fi if forced to self-isolate	Improved access to technology  Alternative provisions where technology options are unavailable or unlikely to support	Class teacher and SLT through conversations and ongoing support with families  Use of monitoring sheets during lockdown that enabled attendance to be tracked	Ensure all families have access to resources to work from home when self-isolating  Offer of paper resources where appropriate  Offer technology: loan of school technology, government funded equipment, dongles and free data	DFE guidance  Schools experiences and prior work through monitoring online learning during previous lockdown periods  Pupil Premium research	Technology costs, e.g. purchase of dongles, additional Chromebooks, etc	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	KA