

Catch-up Premium Statement 2020-2021



St Mary's RC Primary School and Nursery, Bacup

1	1. Contextual information:						
1	. Catch up Lead: Mrs C Mills	7. Total no. of pupils in school currently: 147 not including Nursery, 167 with Nursery					
2	Governor Lead: Ms F McIlwaine	8. Total no. of pupils Catch-up premium based on: 155					
3	. Statement authorised by: Mrs C Mills	9. Provision Catch-up Premium allocation: £12,400					
4	Publish date: 29/11/2020	10. Initial allocation received (Oct 2020): £3,100	2 nd allocation (early 2021, based on updated pupil data				
5	Review date: 08/02/2021	ie 147): £4588	3 rd allocation (based on £33.33 x 147): £4712				

Covid-19 significantly affect the lives of those in our school community. Many pupils have not been in school since March with only 12% of pupils attending during lockdown and up to 33% during the June/July return. In addition to this, since school has reopened, many pupils and staff have missed significant amounts of school due to self-isolation. Although there have only been two confirmed cases within the school community, many have either experienced symptoms or have been identified as close contacts of those suffering from COVID-19. Throughout the pandemic, Bacup has been an area of significantly higher Covid-19 cases and as a result of this, subject to tighter restrictions including Tier Three. During closure and periods of self-isolation, home learning is provided via our school website and workbook packs. Learning packs (paper copies) are available from our office for some families when requested.

2. Impact of school closure on our pupils

Covid-19 continues to have a significant negative impact on our children's education, emotional well-being and readiness to learn including:

- Increased emotional well-being concerns related to lockdown isolation.
- Knowledge gaps.
- Weakening of basic skills in Reading and Phonics, Writing, Speaking and Listening, and Maths.
- Wide-ranging effects of increased anxiety impacting on: attendance; concentration levels; independent self-help skills and social skills.
- Lack of routines and structures.
- External factors impacting on families eg furlough, unemployment, financial concerns, domestic abuse.

3. Tead	3. Teaching and whole-school strategies					
Action	ion		Projected spending			
1.	 Adapt and redesign curriculum to strengthen basic skills in core subjects and progression of skills in foundation subjects. 		£800.00 (termly SL release time)			
2.	2. Purchase additional phonics support books and CD for Y1 and Y2 Fast Track Phonics sessions		£50.00			
3. Whole school approach to assessment to gauge starting points and identify gaps in learning		£1200.00				
Total spending:		£2050.00				

4. Targeted Academic Support strategies					
Action		Projected spending			
 Introduce small group tuition with intervention teacher. This includes Fast Track Phonics sees writing group sessions with Y4 pupil Forward to Grammar intervention Y 	£8000.00 (3 days per week intervention teacher)				
2. Engage in Nuffield Early Language Intervention for EYFS to improve oral language and early literacy skills.		£660.00 for TA 20 wk programme			
Purchase resources to be u mental maths and science l	£1200.00				
Total spending: £9860.00					

5. Wide	5. Wider Strategies					
Action	1		Projected spending			
1.	Provide support for emotio	nal well-being – PSHE association resources and subscription	£110.00			
2.	Organise events and activit	ies in school to provide opportunities for enjoyment and positive interactions	£80.00			
	(eg Mental Health Awarene	ess Day)				
3.	Plan opportunities for enrichment to enable children to develop their knowledge, vocabulary and		£300.00			
	progression of skills throug	h subject theme days.				
4.	4. Provide practical support for families to enable children to return to school positively eg Barnado's Bacl		£0			
School packs						
Total spending:		£490.00				