

A complex network diagram consisting of numerous grey circular nodes connected by thin grey lines, forming a web-like structure that fills the background of the page. The nodes are of varying sizes and are distributed across the entire frame, with a higher density of connections on the left side.

UST

University Schools Trust

the constellation

**ST Paul's Way Foundation
School**

**Covid-19 Catch Up
Premium Plan**

13.01.21



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1. VISION and MISSION



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2. SPWT VISION and MISSION

The Vision

To provide a transformational education for our young people.

The Mission

To make the school 'the best place to learn in, the best place to work in and the best place to partner with'.

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3. GRADUATE SKILLS



Dr



4. SCHOOL CONTEXT – PRIMARY

Status	<ul style="list-style-type: none"> Academy 																																																																																					
Roll	<ul style="list-style-type: none"> Correct on 15/1/21 <table border="1"> <thead> <tr> <th></th> <th>Nursery</th> <th>Reception</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>On roll</td> <td>40</td> <td>59</td> <td>58</td> <td>57</td> <td>58</td> <td>59</td> <td>29</td> <td>58</td> </tr> </tbody> </table>		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	On roll	40	59	58	57	58	59	29	58																																																																			
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On roll	40	59	58	57	58	59	29	58																																																																														
Entry attainment	<ul style="list-style-type: none"> Nursery Profile HA (X%), MA (X%), LA (X%) Reception Profile 																																																																																					
Gender Breakdown	<p>More boys than girls year 1, 2, 3, 4,5 and 6. There are more girls than boys in Nursery and reception.</p> <table border="1"> <thead> <tr> <th></th> <th>Nursery</th> <th>Reception</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>18</td> <td>26</td> <td>31</td> <td>33</td> <td>34</td> <td>36</td> <td>15</td> <td>33</td> </tr> <tr> <td>Girls</td> <td>22</td> <td>33</td> <td>27</td> <td>24</td> <td>24</td> <td>23</td> <td>14</td> <td>25</td> </tr> </tbody> </table>		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Boys	18	26	31	33	34	36	15	33	Girls	22	33	27	24	24	23	14	25																																																										
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Disadvantage	<ul style="list-style-type: none"> Mile End in national 5% most deprived boroughs. 58% of students entitled to PP support 																																																																																					



	Nursery		Reception		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6													
Disadvantage	9	23%	18	31%	15	26%	22	39%	32	55%	35	59%	19	66%	42	72%												
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Last Ofsted inspection:	<ul style="list-style-type: none"> March 2013. Graded 'Outstanding' Issues for further improvement: "...discuss health topics from all angles exploiting links with university partners & the NHS" "Ensure all teachers meet students' needs by planning tasks at the right level... challenging & intervening...when necessary...Check students respond to comments...about their work" N.B. This inspection was completed prior to the opening of the Foundation School. 																											
Changes since last inspection	<ul style="list-style-type: none"> 2014: SPWT opens its Primary provision, 'St Paul's Way Foundation School', and becomes an all-through school. Initially this is housed in temporary accommodation 2016: Clare Lynam is appointed as substantive Headteacher of the Foundation School 2016: SPWT becomes UST academy & lead school. Grahame Price (former Exec Head) becomes UST CEO 2016: Phase 1 of the Foundation School building project is completed 2017: Phase 2 of the Foundation School building project is completed 2018: Phil Ackerman becomes Executive Head 2018: Phases 3, 4 and 5 of the Foundation School building project are completed 2019: Gill Kemp becomes UST CEO 																											
Key Staffing areas of issue:	<ul style="list-style-type: none"> High number of new staff (6/12 teachers) High number of MLT are new to the school (3/4 MLT) 																											
Budget Information																												



5. Key Priorities

Quality of Education:	Behaviour and Attitudes:
<p>Intent:</p> <ul style="list-style-type: none"> To ensure leaders construct a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life. <p>Implementation:</p> <ul style="list-style-type: none"> To ensure the work given to pupils draws on previous learning in order to consolidate, develop and extend the required skills and knowledge of a demanding curriculum. <p>Impact:</p> <ul style="list-style-type: none"> To ensure that all pupils, particularly the most disadvantaged and more able consistently achieve highly in order to fulfil their interests and aspirations for the future. 	<ul style="list-style-type: none"> To ensure all pupils have high attendance and are punctual, demonstrating commitment and positive attitudes to their learning. <p>Personal Development:</p> <ul style="list-style-type: none"> To ensure that children are active citizens within the school community.
Early Years:	Leadership and Management:
<ul style="list-style-type: none"> To ensure that children acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics giving them the foundations for future learning. 	<ul style="list-style-type: none"> To ensure that teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time, and translates into improvements in the teaching of the curriculum.

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6. What is it?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

We are able to spend the funding in the most effective way for our pupils, which could include accessing the National Tutoring Programme - a part of the government's £1 billion catch-up package.

7. Who's eligible?

This universal catch-up premium funding will be available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- Local authority-maintained special schools
- Special academies and free schools
- Special schools not maintained by a local authority
- Independent special schools - local authorities will receive funding for pupils with education, health and care (EHC) plans, based on the number of such pupils in the area
- Pupil referral units (PRUs)
- Alternative provision (AP) academies and free schools
- Local authority-maintained hospital schools and academies

8. How and when will the funding be allocated?

Mainstream schools

You'll receive a total of £80 per pupil (for reception through to year 11), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- We'll get a total of £46.67 per pupil split across payments 1 and 2
- We'll get £33.33 per pupil for payment 3
- Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this'll be our 4-11 pupil headcount from the October 2020 census.

At St Paul's Way Foundation School we expect to receive £25,280 in total for Covid-19 Catch-Up funding. In the Autumn Term we received £6,320 and expect two further payments of £8,428 in the Spring Term and £10,532 in the Summer Term.



9. How should we spend the funding?

It's up to us to decide:

- Which pupils need to access the support. Although we'll receive funding on a per pupil basis, we should use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. We will need to identify pupils that will benefit most from the funding.

The activities that we'll provide. The DfE recommends the following:

- Small group or 1-to-1 tuition (particularly through the National Tutoring Programme - see the section below for details)
- Extra teaching capacity or summer programmes
- The Education Endowment Foundation (EEF) has guidance on catch-up approaches we could choose, as well as a planning guide to help implement these catch-up strategies in this 2020/21 academic year.

What's the National Tutoring Programme?

The National Tutoring Programme (NTP) is one of the areas where we can spend our catch-up premium grant outlined above, if suitable for our pupils and context.

The NTP aims to provide intensive, targeted support for disadvantaged and vulnerable pupils who need the most help to catch up.

Who's eligible?

The NTP is available for pupils that need the most help to catch up, that are either:

- Reception age in state-funded schools (places are limited and, if oversubscribed, will be prioritised based on your school's percentage of pupils eligible for free school meals)
- 5-16 year olds in state-funded primary and secondary schools
- 16-19 year olds in school sixth forms, colleges and other 16-19 providers

How will our use of the funding be scrutinised?

We'll be held to account for how we use the catch-up premium funding in 2 ways:

1. Governor and trustee oversight

Governors or trustees will scrutinise plans for and use of catch-up funding.

They'll consider whether we're:

- Spending the funding in line with the school's catch-up priorities
- Being transparent with parents on the use of the funding

2. Ofsted visits

During the autumn term, Ofsted will be carrying out non-graded visits. Part of the visits will involve discussion on how you'll be bringing pupils back into full-time education, which may include the plans you have to spend your catch-up funding



From January 2021 (at the earliest; exact timing under review), Ofsted plans to resume routine inspections. As part of the quality of education judgement they'll look at how you're using your catch-up funding to make sure the curriculum has a positive impact on all pupils

How should we report on our spending of the catch-up premium?

We should publish details on our school website of:

- How you plan to spend the grant
- How you'll assess its impact on the educational attainment of your pupils
- This is explained in the DfE's school website guidance for maintained schools and academies.

10.The broad aims for Catch Up at St Paul's Way Foundation School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health and pastoral needs of pupils are met and supported by the school.

11.Catch Up at St Paul's Way Foundation School for all children means:

- Working through well sequenced and purposefully planned learning. For example, our medium term plans are being adapted to focus on missed objectives and consolidate the basic skills so that children can access the wider curriculum.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. *These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.*
- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months and further periods of isolation will mean disrupted time in school for many children.



For some children it means:

- Additional support and focus on basic skills. Supported by additional staffing or external resources utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practise basic skills. This again will be dependent on need of children in order to re-establish good progress in the essential skills (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

12.Catch up at St Paul’s Way Foundation School IS NOT:

- Cramming missed subject knowledge or content
- Pressuring children and families into rapid learning through additional work
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

13.CoVID-19 Catch-Up Premium Action Plan

8.1 Summary

SUMMARY INFORMATION			
Total number of pupils Reception to Year 6 :	378	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£25, 280		

8.3 Strategy Statement

The priority for our school is on providing additional opportunities for developing basic skills in reading, phonics, spelling, writing and mathematics so that children can access the wider curriculum in a meaningful way. A school improvement priority is the focus on developing oracy skills for our children so that learning, ideas and understanding can be articulated effectively by all children.

Our curriculum map is under constant review to reflect the context of our school community and the wider world. Ensuring that children have access to the full range of curriculum subjects and experiences, we will prioritise the following areas in the short term to help children reach the Age Related Expectations by the end of the 2020-21 academic year.



For all children:

We will ensure that accurate assessment of children's attainment informs medium and short term planning so that teaching is pitched correctly. Lessons are adapted swiftly and effectively so that the good pace of learning allows children to catch up on missed subject knowledge and understanding. The expectation that the application of knowledge and understanding is broadly in line with ARE (Age-Related Expectations) will benchmark assessment of attainment and achievement at each point in the school year.

Priority 1

- Phonics catch up interventions for children in years Reception, Years 1,2 and 3

Priority 2

- Basic mathematics calculation catch-up interventions for children in years 3-6. Years 5 and 6 will be prioritised in the Spring Term 2020.

Priority 3

- Focus on oracy development linked to SDP goals for 2020-2021

8.4 Barriers to Future Attainment

Academic barriers:

A	The significant majority of children enter school with starting points well below expected levels and very few children are achieving age related expectations at the start of nursery. 65% of children have English as an additional language.
B	Due to the number of incidents of Covid-19 within the school community, individual children and groups of children have experienced significant breaks in school based learning due to isolation and further school closure.
C	The impact of the prolonged pandemic on mental health and wellbeing for all groups in the school community is clearly evidenced but in different ways. This includes children, families and staff.

External barriers:

D	The school's mobility (number of children joining and leaving the school) is showing a continued increase. This is a concern as it varies from the longer term pattern at the school.
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E	<p>A significant number of our pupils are entitled to Free School Meals, and other contextual indicators associated with educational underachievement suggest that many of our children are subject to considerable socio-economic disadvantage. The rate of FSM is more than double the national average. There is an increasing proportion of our EAL children being new to the country.</p>
F	<p>Access to technology to support remote learning has been limited for some children and families during times of school closure and isolation. Whilst this is not the case for all families, where there is already significant disadvantage, children are not able to access the full offer online.</p>



8.5 Planned expenditure for current academic year

Quality of Teaching for All Children			
Action	Success criteria	Timescale And Review	Budget and Staff Lead
<ul style="list-style-type: none"> Review, evaluate and adapt the curriculum each half term through Medium Term Planning. Meet with subject leaders and year groups to clarify end of year expectations for both year group and subjects. 	<ul style="list-style-type: none"> Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. 	Half Termly	AHTs Curric/Asses £0
<ul style="list-style-type: none"> Implement a remote learning curriculum for children who are not attending school due to self isolation. 	<ul style="list-style-type: none"> Children build on previous learning and make connections both within and across the curriculum. 	Fortnightly reviews	Phase leaders £0
<ul style="list-style-type: none"> Adapt the curriculum for remote learning to ensure key objectives, knowledge and skills are taught and accurate assessments are made. 	<ul style="list-style-type: none"> Children learning from home receive effective teaching and make at least good progress. All children meet their end of year expected targets. 	Half Termly	AHTs Curric/Asses £0
<ul style="list-style-type: none"> Adapt Knowledge Organisers for each theme (Y1-Y6) and support staff to implement. 	<ul style="list-style-type: none"> Children's knowledge is built up over time allowing them to apply this in a range of ways to develop their skills. 	Half Termly	AHTs Curric/Assess £0
<ul style="list-style-type: none"> Implement O - Track assessment system across school. 	<ul style="list-style-type: none"> Statutory assessments in EYFS, Year 1, Year 2, Year 4 and Year 6 are in line with Government and Local Authority requirements and are adhered to be all staff. 	Half Termly	AHTs Curric/Assess £0
<ul style="list-style-type: none"> Analyse data, identify trends, track groups and challenge. Prepare for Pupil Progress Meetings termly, identify strengths and areas of need for each class. 	<ul style="list-style-type: none"> Termly progress meetings are completed with minutes taken as evidence of actions. 	Termly	AHTs Curric/Assess £0



<ul style="list-style-type: none">● Promote opportunities outside the classroom and school as Educational Visits Coordinator. Particularly the opportunity for children to take virtual trips when real life visits cannot be experienced.● Continue to develop Enrichment Days and activities (remotely and on-site). Support staff in planning opportunities to access year groups expectations. Develop Enrichment passports.● Work with Subject Leads to identify ways to enhance children's subject specific terminology by understanding the best ways to teach vocabulary.● Further develop maths mastery provision (including use of resources to further support remote teaching and catch up) with maths textbooks and workbook resources.	<ul style="list-style-type: none">● Virtual enrichment opportunities enhance the curriculum both in school and when learning remotely.● Children able to access curriculum remotely.	Half Termly	AHTs Curric/Assess £0
		Summer Term	AHTs Curric/Assess £0
		Summer Term	AHTs Curric/Assess £0
		Spring Term	£1500 (in addition to 80% DfE funding subsidy).

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<ul style="list-style-type: none"> Children to be taught how to use Google Classroom so that they can learn independently in the event of school closure due to Covid-19. Children to be given opportunities in curriculum time to explore the software and develop confidence. Pupil Progress Meetings will be held termly to identify barriers to learning where children are not making progress. If these are pastoral, then the appropriate resource will be allocated. Continued CPD for all staff on wellbeing and emotional health. Phase leaders and Pastoral team to consider needs when children return and plan as appropriate. Further develop reading across the curriculum including curriculum review and progression document, teacher CPD, and increasing reading resources and books available for children. 	<ul style="list-style-type: none"> Children's wellbeing and involvement will be high and where it is not staff will have a toolkit to draw from to intervene. 	<p>Autumn Term then ongoing half termly</p> <p>Termly</p> <p>Autumn Term Then ongoing</p> <p>Spring 2 and Summer</p>	<p>£0</p> <p>AHTs Curric/Assess £0</p> <p>£0</p> <p>AHTs Curric/Assess & CC £10,000</p>
Total budgeted cost:			£11,500

Targeted Teaching for Some Children:

Action	Success criteria	Timescale And Review	Budget and Staff Lead
<ul style="list-style-type: none"> Interventions such as Snip, Success in Arithmetic are used for all year groups where gaps in knowledge and understanding are identified. (Reading and Mathematics.) 	<ul style="list-style-type: none"> Teaching and support staff are able to respond quickly where gaps are identified. Children are able to consolidate concepts 	Termly	AHTs Curric/Assess £0



	which are not securely understood.		
<ul style="list-style-type: none"> Spelling intervention groups are established in KS1 and KS2 where HFW/Sight Vocab is not accurately written. 	<ul style="list-style-type: none"> Children are able to write at speed and with increasing accuracy. 	Half Termly	£ 300
<ul style="list-style-type: none"> Phonics screening and assessment for all children in Reception to Year 2 to identify those children who need additional support. RWI 1:1 tutoring to be implemented where small group work is not effective. Phonics screening and assessment for all KS2 children who are not fluent readers. Intervention groups implemented where needed. 	<ul style="list-style-type: none"> Focused teaching group ensures that gaps are systematically addressed and progress is made to improve fluency in decoding. 	Half Termly	RWI subscription
<ul style="list-style-type: none"> Register for NTP provision to ensure small group and 1:2 tuition takes place. Prioritise KS2 Reading and Grammar in Spring/Summer Term 2020 - 15 week block 	<ul style="list-style-type: none"> Baseline assessment ensures accurate identification where children are not making progress. Children are able to make accelerated progress. Teachers receive reports from tutors regularly to review progress. 	Spring and Summer Term	AHTs Curric/Assess £4500 for 40 children
<ul style="list-style-type: none"> Register for Third Space Learning Maths online Tuition. Prioritise Year 5 and Year 6 in Spring Term 2020. 	<ul style="list-style-type: none"> Baseline assessment ensures accurate identification where children are not making progress. Children are able to make accelerated progress. 	Spring Term	AHTs Curric/Assess £2640 for 15 children
<ul style="list-style-type: none"> Purchase a 15 laptops to ensure a class set and children can use for catch up as well as accessing the computing curriculum. 	<ul style="list-style-type: none"> Children are able to access individualised programmes of learning online and on-site 	Summer Term	£6000
Total budgeted cost:			£13,440



Other Whole School Approaches:			
Action	Success criteria	Timescale And Review	Budget and Staff Lead
<ul style="list-style-type: none"> Review the current PSHE and RSE curriculum. Clarify the intent of our curriculums and implement a new or redesigned scheme. Review weekly PSHE assemblies. Support subject leaders to identify and quality assure external visitors when permitted. Monitor the delivery and frequency of P4C lessons to ensure that P4C remains embedded in TB learning culture Identify and develop weekly themes for circle assemblies and P4C across the school to ensure broad representation of cultures and community. 	<ul style="list-style-type: none"> Children will be empowered, have a stronger voice and be able to articulate their aspirations for the future. Effectively promote equality, diversity and inclusion, and ensure our curriculum showcases commitment to equality Children are able to reflect on their experiences and understand that of others. 	Termly	AHTs Curric/Assess £0
		Spring Term	AHTs Curric/Assess £0
		Autumn Term	£250 for P4C resources
		Termly	AHTs Curric/Assess £0
<ul style="list-style-type: none"> Construct remote learning plan which is effective in engaging as broad a group of children as possible. This should also be manageable for staff to deliver either at home or from school. 	<ul style="list-style-type: none"> There is continuity of learning for all children. 	Autumn Term	AHTs Curric/Assess £0
Total budgeted cost:			£250



8.6 Additional Information

Useful Websites:

Staff wellbeing

- Switching off
 - <https://www.theguardian.com/teacher-network/2015/dec/06/two-simple-mindful-meditation-exercises-for-teachers>
- Thrive Medigold App <https://youtu.be/ZRt7l9hsVwg>
- Education support: <https://www.educationsupport.org.uk>

Tel: 08000 562 561

- Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing: <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-inschools/>
- Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supportingstaff-wellbeing/>
- Mind: <https://www.mind.org.uk>

Pupil wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:

- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>
- Young Minds: <https://youngmindsorg.uk/>
- Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

Safeguarding

- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>
- Parentzone: <https://parentzone.org.uk/parents>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>
- Think U Know resources: <https://www.thinkuknow.co.uk/>
- Childnet: <https://www.childnet.com/>

Bereavement

- Child Bereavement UK Helpline: <https://www.childbereavementuk.org/>

Tel: 0800 02 888 40

- Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/>

Tel: 0808 808 1677

- Winston's Wish: <https://www.winstonswish.org/>
- Edward's Trust: <https://edwardstrust.org.uk> Tel: 0121 454 170