



Catch-Up Premium Plan

Summary information

School	St. Joseph's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16, 800	Number of pupils	211

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills/fluency has suffered – children are not able to recall addition/subtraction/multiplication/division facts, times tables and have forgotten once taught calculation strategies. Teaching and assessments also show a weak understanding of place value. This is reflected in arithmetic assessments.
Writing	Writing is an area most affected by the lockdown. Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Spelling, Grammar and Punctuation (SPAG) specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't 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.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected by lockdown.
Non-core	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 concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Whole school strategies to support pupils in their catch up for lost teaching time.

Schemes of Work. Teachers and coordinators are spending time adapting the SOW to ensure it meets the needs of the pupils.

Lesson plans are reviewed to allow time to include any expected prior learning that was missed during this period to be covered in the curriculum being taught now.

Reviews of previously learned material are covered every morning on arrival at school.

Teaching Assistant: There is at least one Teaching Assistant in every class bubble to support the children at most risk of falling behind or further behind. These children are planned for by the teacher and then work with the support of the Teaching Assistant in the class to allow for smaller ratios and more targeted interventions across the curriculum subjects. This included developing reading and comprehension skills. This additional reading support at school will help the children to regain an appropriate reading and comprehension abilities.

Teaching assistants also allow time for one to one intensive sessions particularly in relation to the core subjects.

Reading for pleasure: Class Teachers read to the whole class often to promote engagement in a variety of texts and encourage a love for reading.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome <u>Supporting great teaching:</u>	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Introducing new writing Scheme 'The Write Stuff'. Our Write Stuff Lead, Mrs. Perrett to have additional time to plan Staff Meetings to implement new scheme. Mrs. Perrett with our	<i>Online 'The Write Stuff' Training</i> (£1,600)		J. Perrett & S. Broadbridge	Feb 21

English Subject Leader, Mrs. Broadbridge, to plan with class teachers the teaching strategies outlined in the scheme.	<i>Additional time to research and plan with class teachers. Release time and additional cover will be required to facilitate the additional PPA. (£400)</i>			Summer 21
More maths concrete apparatus are required as the sharing of manipulatives are not permitted between class bubbles. The use of concrete apparatus are the first step in pupils acquiring knowledge accessed regularly in Maths and this supports a deep understanding of mathematical concepts.	<i>Purchase additional manipulatives.</i> <i>(£1000)</i>			Feb 21
Staff Meeting Time allocated to embedding the school's pedagogical approach towards teaching & learning.	<i>Additional time for SLT to research and plan staff meetings based on Rosenshine & current research. Release time and additional cover will be required to facilitate the additional PPA. (£400)</i>		J. Dunlop & N. Philpott	Spring 2
Total budgeted cost				£ 3400

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u> Extra Teaching support employed to support Y4 and Y6. In our assessments, both these year groups show a widening gap. This TA will provide appropriate literacy & numeracy interventions, under the guidance of the class teacher which supports those identified children in reinforcing their understanding of learning in core subjects before, during and after class lessons.</p> <p>Identified children will have significantly increased rates of reading fluency and comprehension as well as a deeper understanding of mathematical concepts. This will be formally assessed through termly assessments as well as ongoing observation.</p> <p>Resources available for each class bubble as well as intervention groups.</p>	<p><i>Increase in TA hours to support identified children in Y4 and Y6. TA and data drop indicates that both these year groups have made greatest losses during lockdown. 15 hour a week TA support in these identified year groups will be shared.</i> <i>(£8,330)</i></p> <p><i>Additional release time and training to support the delivery of the upskilling Teaching Assistants in the teaching of reading when listening to children read.</i> <i>(£600)</i></p> <p><i>Resources to be purchased to enhance teaching and learning in English. New books for the higher stages of our reading scheme to help with comprehension and increase vocabulary.</i> <i>(£1,000)</i></p>	The Y6 pupils have benefitted from 1-1 scribe, small group extra help. Great progress can be seen in the children's books. The intervention TA will help Y4 in the Spring Term.	Class Teacher J.Perrett & A. Belchamber	Dec 20 Feb 21 March 21 Feb 21
<p><u>Intervention programme</u> Phonics intervention – extra daily phonics teaching to identified children in Y2 for Phonic Screen Check Dec 20.</p>	<i>TA daily 1-1, small group phonic teaching for 10 weeks with 8 identified children in Y2 for Autumn Term.</i> <i>(£1,125)</i>	97% pass rate. The one pupil who did not pass had just joined the school in Sep 20.	N.Philpott	Dec 20

