

Catch-Up Premium Plan

St Ann's Catholic Primary School, a Voluntary Academy

Summary information					
School	St Ann's Catholic Primary School, a Voluntary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£7,760	Number of pupils	9

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	EEF Recommendations
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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.

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

	<p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
Maths	<p>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'.</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>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS 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.</p>
Reading	<p>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 effected.</p>
Non-core	<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 concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

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	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>				
The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<i>Additional time for teachers to research and plan non-core subjects. Subject leader management time to be allocated in Autumn 1 for class planning.</i> <i>(£1000)</i>		SE	Nov 20
Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly.	<i>Purchase additional manipulatives for EYFS/KS1 initially. Read Write Inc and Fresh Start resources.</i> <i>(£1000)</i>		CB	Dec 20
PE I-moves CPD to support exercise and well-being.	<i>CPD for all staff to ensure priority given to pupil's well-being</i> <i>(Funded through Sports funding)</i>		LD	Dec 20
Circle Time: from Lockdown to Listening & Learning. Therapeutic circle time sessions weekly.	<i>Jenny Mosley resources to ensure good quality therapeutic circle time sessions.</i> <i>(£250)</i>		SE	Dec 20
Introduction of Zones of Regulation				
<u>Teaching assessment and feedback</u>				
Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<i>X2 Twilight sessions with Educater.</i> <i>RAPs for each year group teachers identify gaps on on Insight to track performance. Reviewed half termly.</i> <i>Summative data termly followed up with pupil progress meetings.</i> <i>(£500)</i>		SE	July 21

<p><u>Transition support</u></p> <p>Children who are beginning their schooling with St Ann's transition week beginning 7/9/2020.</p> <p>Y2 to Y3 support to ensure smooth transition onto lower key stage two.</p>	<p><i>All new starter parent's communication of transition timetable sent June and July 20. Parent's meeting 3/9/20. All new starters part-time time-table week beg 7/9/20 full time from 9/9/20</i></p> <p><i>Familiar teaching assistant to move onto the next class with the children to support their well-being and deliver interventions, 1:1 tuition (see below for further details)</i> <i>(£6400)</i></p>		<p>CB</p> <p>SE</p>	<p>Oct 20</p> <p>Feb 21</p>
Total budgeted cost			£ 9190	

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></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>Fresh Start programme Y5/6.</i> <i>Read Write Inc catch up Y3s.</i></p> <p style="text-align: right;"><i>(see above for cost)</i></p> <p><i>Additional release time and training to support the delivery of the programmes to enable 1:1 and small group tuition across phases.</i> <i>(time to be taken during Spanish)</i></p>		<p>CB</p> <p>CB</p>	<p>Feb 21</p> <p>Feb 21</p>



<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, via Mathematics Mastery, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>Resources accessed via existing ArkCurriculum+ (Mathematics Mastery). Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>(non-contact time allocated to TAs)</i></p>		SE/KG	July 21
<p><u>Extended school time</u></p> <p>Identified children are able to access a daily catch-up morning sessions 8.30 -9.00. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the morning sessions and understand the identification process.</p>	<p><i>TAs to cover morning sessions, registration etc... to enable teachers to deliver morning sessions.</i> <i>Trained TAs to deliver structured interventions.</i> <i>(£2000)</i></p>		SE	Ongoing
Total budgeted cost				£2000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Additional online learning resources will be purchased, such as Spelling She, Maths Shed and TT Rockstars will be purchased so that children can practise spellings at home.</i> <i>(£200)</i></p>		SE/CB	Feb 21



<p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> (£100)</p>		SE/CB/KG/JM	Feb 21
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Those children identified as not having access to IT hardware offered a school laptop to borrow during any isolation period.</i> (No Cost)</p> <p><i>Two extra screens purchased to facilitate remote teaching and learning from school.</i> (£350)</p>		SE SE	Feb 21 Feb 21
Total budgeted cost				£650
<p><u>Summer Support</u> NA</p>				
Total budgeted cost				£11,840
			Cost paid through Covid Catch-Up	£7,760
			Cost paid through school budget	£4,080