

| St Joseph's Catholic Primary School |           |                        | Catch Up Premium Plan |                  |     |
|-------------------------------------|-----------|------------------------|-----------------------|------------------|-----|
| Academic Year                       | 2020-2021 | Total Catch-Up Premium | £10 240               | Number of Pupils | 128 |

## 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 From Reception to Year 6.

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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| <p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support</a> 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.</p> | <p>The EEF advises the following:</p> <p><b>Tier 1: Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>☑ Supporting great teaching</li> <li>☑ Pupil assessment and feedback</li> </ul> <p><b>Tier 2: Targeted approaches</b></p> <ul style="list-style-type: none"> <li>☑ One to one and small group tuition</li> <li>☑ Intervention programmes</li> <li>☑ Extended school time</li> </ul> <p><b>Tier 3: Wider strategies</b></p> <ul style="list-style-type: none"> <li>☑ Supporting parent and carers</li> <li>☑ Access to technology</li> </ul> |

| Identified impact of lockdown |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Writing</b>                | <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>                                                                                    |
| <b>Reading</b>                | <p>Children's access to reading during lockdown was hampered by a lack of access to reading material. 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.</p> <p>Without the face-to-face contact of school staff, reading at home has been limited particularly for the disadvantaged.</p> <p>Those children who are early in their reading learning have noticeably stalled or regressed in their phonetical understanding to support progress and attainment in reading.</p>          |
| <b>Maths</b>                  | <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>                                                                                                                                   |
| <b>Non-core</b>               | <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>                                                                                                                                                                     |
| <b>Well being</b>             | <p>For a minority of children a return to full time schooling has presented some challenges.</p> <p>There is evidence of heightened anxieties; some difficulties with socialising; mild resistance to previously established routines and a general lack of motivation.</p> <p>Children have missed varying amounts of time in school due to parental choice when schools offered a wider opening in June 2020 or because their year groups had not been prioritised. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing.</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? |
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| <p>Ensuring quality first teaching:</p> <p>Staff to agree elements of practice essential to effective phonics teaching: to improve fidelity to the RWInc programme, raise level of challenge and ensure consistency in delivery, classroom environment, expectations of pupils, etc.</p> <p>On-going review of the quality of teaching of early reading will take place to ensure that all appropriate action is taken to ensure that the teaching of phonics and early reading are of the highest standard.</p> | <p>The school has subscribed to the Blended Training Package for RWInc Phonics. This includes:</p> <ul style="list-style-type: none"> <li>• One 1 hour session on how to use the online training - This is called an Online Subscription Session.</li> <li>• One Development Day for all staff.</li> <li>• Access to the training films, Youtube films to share with parents and extra PD content.</li> <li>• 3 remote progress meetings (1-hour sessions focusing on analysing half-termly progress data and identifying the next steps</li> </ul> <p style="text-align: right;"><b>£1900</b></p> <p>RWI INC resources to support consistency across the teaching groups.</p> <p style="text-align: right;"><b>£474.63</b></p> | <p>Children in Y1 learn to decode quickly and gaps are closed swiftly. High percentages passing Y1 phonics screening in June 21</p> <p>Children in Y2 are able to decode fully and pass the phonics screening before Christmas. This means they are able to access the Y2 curriculum fully and work towards EOY expectations.</p> | <p>KD<br/>OW</p> <p>Class teachers</p> |              |
| <p>Children are able to access high quality reading resources whilst at home which link to our whole school Accelerated Reader system.</p> <p>Ongoing monitoring of reading, whether in school, to ensure high expectations for all.</p>                                                                                                                                                                                                                                                                         | <p>Purchase of subscription to MyOn to extend pupils’ access to high quality books in school and whilst at home.</p> <p>The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school.</p> <p>Reading is the priority to enable readers to use their knowledge of books and text talk in their writing.</p> <p style="text-align: right;"><b>£2000</b></p>                                                                                                                                                                                                                                           | <p>Children are reading at ARE and more evidence of children reading at home.</p> <p>Data will show an increase in reading age from baseline.</p> <p>Progress form September will be evident and pupils will make at least expected progress from starting points prior to the first lockdown.</p>                                |                                        |              |

| ii. Targeted approaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |              |
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| Desired outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Chosen approach and anticipated cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Impact (once reviewed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Staff lead | Review date? |
| <p><u>1-to-1 and small group tuition</u><br/>Gaps in learning are identified, targeted and closed.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may be delivered one to one or in small groups, will be necessary to close gaps.</p> <p>Online programmes will be used to consolidate a specific need, such as basic arithmetic, oral language skills or aspects of reading,</p>                                                                                                                                                                                                      | <p>Technology will support class teachers in the management of their class and teaching so that:</p> <ul style="list-style-type: none"> <li>• Pupils can have targeted practice and support to consolidate learning. A particular focus for interventions will be literacy and numeracy.</li> <li>• Class teachers are able to support individuals or small groups in pre/ post teach sessions or with target work to identify and close gaps.</li> </ul> <p><b><i>For expenditure, please refer to 'Access to Technology.'</i></b></p>                                                                                                                                                                                                                                                                                                                                 | <p>Children with gaps in English and maths receive timely intervention and make rapid progress.</p> <p>Teachers are able to move forward with the curriculum allowing children to meet EOY expectations.</p> <p>Progress from September will be evident and pupils will make at least expected progress from starting points prior to the first lockdown.</p>                                                                                                                                                                                                                                                                |            |              |
| iii. Wider Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |              |
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| <p><u>Access to technology</u><br/>As all pupils return to schools, technology could also be valuable; for example, by facilitating the management of 1:1 or small group teaching or intervention.</p> <p>There is parity of learning between our disadvantaged and non-disadvantaged children, whether at home or in school.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Google Classroom will be used across the school so that lessons and resources can be easily accessed and home learning activities can be returned to teachers.</p> | <p>To increase the number of devices available for online working, targeted tuition and to support interventions. Extending provision for high quality one to one and small group tuition as a catch-up strategy. Tuition will focus on the areas where pupils would most benefit from additional practice or feedback. Technology will facilitate access to online tuition and intervention programmes designed by class teachers. By using the premium in this way, rather than employing temporary staff for just two terms, its impact can have longevity.</p> <p>Supporting pupils' access to technology is an important factor affecting the extent to which they can learn effectively at home. All pupils will be able to access home learning if having to self-isolate and continued learning can take place.</p> <p>Chromebooks £200 x 23 = <b>£5860</b></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>Resources will be easily accessible to parents and teachers are able to assess and feedback to children in a timely manner.</p> <p>Impact of further lockdowns or isolation periods is reduced as remote learning package is highly effective. 100% of pupils, working from home, will have access to appropriate technology</p> |            |              |



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