



## Catch-Up Premium Plan St Francis Catholic Primary School

### Summary information

<b>School</b>	St Francis Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 32,800	<b>Number of pupils</b>	412

### 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

<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>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. GAP 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> <p>Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return.</p> <p>Evidence of some loss of SPaG knowledge this has also had an impact on the quality of writing</p>
<b>Reading</b>	<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 affected</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>Emotional and Wellbeing</b>	<p>Children's experiences from March varied dramatically. We are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has been successful and but this may be masking underlying concerns. It is important to be vigilant and be prepared to support the children's emotional and mental wellbeing through different interventions.</p> <p>Positive behaviour strategies will be of huge importance to ensure behaviour for learning is supported and expectations are clear and consistent during ongoing uncertainty</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?
Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.	<p><i>PiXL</i></p> <p><i>White Rose Premium resources</i></p> <p><b>(£1,500)</b></p>		<p>PW</p> <p>DW</p>	Feb 21
<p><u>Supporting great teaching:</u></p> <p>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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p><b>(£1000)</b></p>		<p>SLT</p> <p>JBa</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p><i>Use PiXL resources. Complete assessments and record to identify gaps and use therapies to narrow gaps and to track performance.</i></p>		PW	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St Francis have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of St Francis School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining QB.</i></p> <p><b>(£500)</b></p>		NP	Ongoing
<b>Total budgeted cost</b>				<b>£ 3,000</b>

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 in EYFS will have increased rates of language fluency</p> <p>Identified children will have significantly increased rates of reading fluency, speed and comprehension. 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><b>Nuffield Early Language Intervention used to support language acquisition in EYFS</b></i> <i><b>(£)</b></i></p> <p><i><b>Additional release time and training to support the delivery of the project. Two class teachers and two teaching assistants</b></i> <i><b>(£850)</b></i></p> <p><i><b>Reading intervention programme identified to support reading catch up online books</b></i> <i><b>(£1000)</b></i></p> <p><i><b>Small group intervention to support reading comprehension</b></i> <i><b>(£)</b></i></p>		<p>PW</p> <p>JBa</p> <p>ZK</p>	<p>Feb 21</p> <p>Ongoing</p> <p>Ongoing</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i><b>An intervention is identified and purchased. Support staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</b></i> <i><b>(£1500)</b></i></p>		DW	July 21
<p><u>Intervention Delivery</u></p>	<p><i><b>Intervention staff employed in KS1 and KS2 on a temporary part time basis to deliver one to one and small group interventions in maths, reading and SPaG</b></i> <i><b>(£14,600)</b></i></p>			
<p><u>Wellbeing</u></p> <p>Targeted wellbeing interventions support positive return to school for those with anxiety/struggling to meet expectations</p>	<p><i><b>Trained art and play therapists employed to work with pupils who have social/emotional wellbeing difficulties on return to school</b></i> <i><b>(£3,000)</b></i></p>		LHa/CB	July 21

New whole school behaviour approach supports whole school ethos and expectations	<i>All staff trained on Woosh! Programme delivered by Pivotal Education</i>  <b>(£6,400)</b>		EB	July 21
<u>Extended school time</u>				
<b>Total budgeted cost</b>				<b>£13,400</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>				
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.	<i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i>  <b>(£900)</b>		LH	Feb 21
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.	<i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>  <b>(£500)</b>		LH	Feb 21
<u>Access to technology</u>				
Pupils have access school-based resources from home. To facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Purchase ipads to support reading and chrome books for home learning.. They can also be lent to parents to support home-learning if needed.</i>  <b>(£3,000)</b>		AR	Feb 21
<b>Total budgeted cost</b>			<b>£4,400</b>	

	<b>Total budgeted cost</b>	<b>£ 28,100</b>
	<b>Cost paid through Covid Catch-Up</b>	<b>£28,100</b>