



## St Wilfrid's Catholic Primary School Catch-up Funding Plan 2020/21

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's [‘School Planning Guide 2020-21’](#), may help schools to develop their plans for the premium.

The document suggests schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.)

This tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

*(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)*

Tier 1 – *Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

Tier 2 – *Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)*

Tier 3 – *Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)*

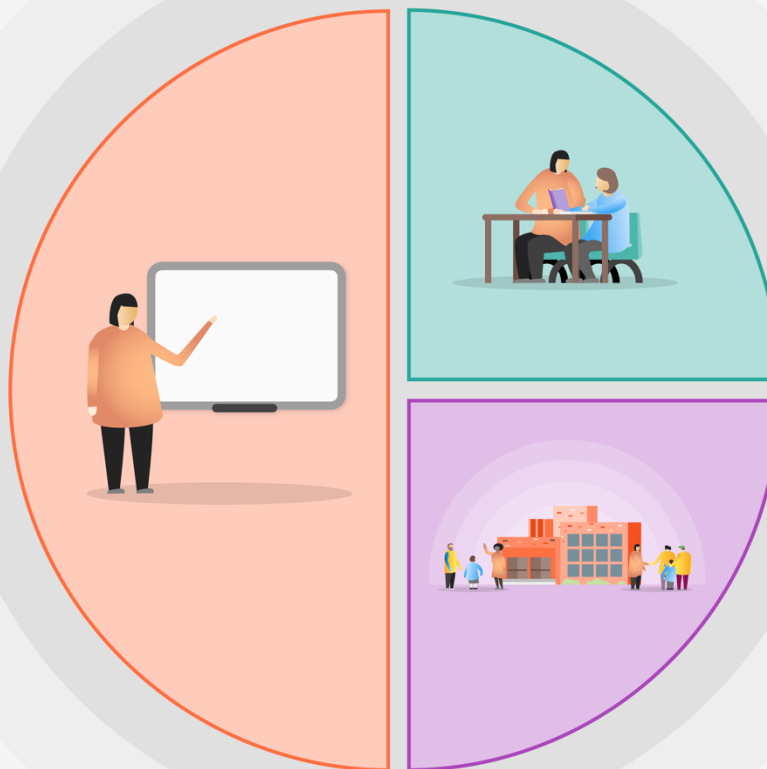
# 1 Teaching

## Mathematics

- Follow WRM curriculum maps / small steps to ensure coverage across focus areas.  
(includes recap lessons embedded)
- Systematic responsive teaching: use diagnostic assessments prior to each unit (WRM 'End of Block' assessments from previous year groups, Century etc.) and tailor teaching to meet needs of class. Gap analysis
- DfE and NCETM 'ready to progress' materials to guide morning maths provision / other retrieval practice.
- Revisit prior learning using retrieval tools (Century, WRM linked work etc.).

## English

- Implement short-term adjustment to curriculum: daily reading (Phonics to Fluency), daily writing (short tasks with a focus on embedding curriculum essentials) and daily phonics / spelling.
- Adopt 'go slow to go fast' principle with; repetition and deep focus on essentials Basic skills in place (FOCUS Education/Teaching Live Pie Corbett Y5/6)  
Continue full delivery of our challenging, broad and balanced curriculum across all subject areas, maximising interdisciplinary literacy.



# 2 Targeted academic support

- Within lessons, consistently deploy TAs in line with EEF guidance.
- 1-to-1 support and small group instruction by teacher and TA within lessons, not instead of.
- Judicious use of evidence-based interventions that are brief, regular and sustained (overseen by SENDCo).
- Explore continued use of technology to provide pre-recorded guided support.
- Actively engage parents in supporting teaching; share targets and resources.

# 3 Wider strategies

- Continue to prioritise relationships.
- Quickly embed routines; build normality.
- Y6 campaign video? (spiritual growth).
- Systems to identify / support pupils needing additional nurture upon return. Nurture/Hygge room (Pastoral Team)
- Social and emotional support for some pupils (CORAM)
- Regular reviews of impact of project on staff wellbeing and workload.

## Amount available £14,320

Action	Timescale	Finance/Resources	Lead	Success Criteria
<b>Teaching and whole school strategies</b>				
National College membership to provide high quality virtual professional development programme for all staff. Allow school to continue to develop a shared practice programme.	September 2020	<b>£360 annual subscription</b>	GT/LRH	High quality virtual CPD is in place when required. Staff accessing evidence informed CPD which can have long term impact on practice.
White rose maths resources in place – high quality autumn transition package to identify and reduce gaps in priority areas in maths. Whole spring term booklets for support in home learning and catch up – gaps.	September 2020 introduction then termly	<b>£1721 – partial funding</b>	G.O'B/PH	Gaps in learning effectively identified and appropriate catch up provision in place in a timely manner. All children to make at least expected progress with significant reduction in gaps due to partial closure.
Seesaw to ensure engagement for home learning infants focus - Teachers can share home learning activities with children.	November 2020	<b>£672.32</b>		Monitor standards of work for home learning to ensure they are at least in line with national average. Engagement.
Purchase individual devices for year 5 & 6 to allow them to access the full range of online learning programmes both at home and at school.	January 2021	<b>£7,000</b>	GO'B/LM/PH	Children have access to an individual device to allow high quality provision for all. Significant reduction in loss of learning due to lockdown or isolation time.
<b>Targeted support</b>				
Century Tech subscription to support reduction in gaps in maths, English (GPS & Reading) and science knowledge in years 3&4, 5&6.	September 2020	<b>£960</b>	G.O'B/PH	Maths and English standards at least in line with national average. All children to make at least expected progress from year 2 starting point.
Teaching live - TeachingLive.Net a sequence of 10 LIVE weekly interactive KS2 creative writing lessons (with follow up activities) created and delivered by Pie Corbett, Deputy Mitchell and John Sutton. A sequence of LIVE lessons harnesses the latest blogging technology.	January 2021	<b>£800</b>	G.O'B/HB C	TeachingLive.Net brings together live teaching and modelling with children participating and getting immediate feedback. The focus is on the development of writing for pleasure, building the imagination and teaching the craft of writing so that over time, children improve closing any gaps ensuring catch-up.
<b>Wider strategies</b>				
1:1 support for children with identified SEMH issues linked to partial closure of Covid concerns. To include Talking and Drawing, therapeutic sessions or similar	September 2020	Pastoral team costs	SS/LD	Issues identified quickly via class teacher or parent concerns. Use of Boxall profile where required. Children have increased

				confidence in coming to school and reduction in anxieties linked to Covid pandemic.(School will be working towards Emotionally Friendly schools award)
Increased engagement with home learning packages both online and paper packs. Teams sessions twice a day with al junior classes, video tutorials for infants on seesaw, phone calls for support. All children to be taught how to use home learning packages effectively whilst in school. Clear expectations for all and followed up appropriately. Effective communication systems in place. Constant review of strategy.	September 2020	Cost of staff time and devices. DfE devices to be used where appropriate.	GO'B/LM? PH	Almost all families engaging with home learning when needed. Clear communication with home and daily follow up when children are isolating.

20/21

First quarter payment £3580

Second payment £4773.93

Final payment in the next academic year 21/22

£5966.07

**Total spend to date: £11,513.32**