



Catch-Up Premium Corpus Christi Catholic Primary School

| Summary information | | | | |
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| School | Corpus Christi Catholic Primary School | | | |
| Academic Year | 2020-2021 | Total Catch-Up Premium | | £23,040 (£80 x 288) |
| Number of pupils | 285 | Planned expenditure | Objective 1 | £12,600 |
| | | | Objective 2 | £6865 |
| | | | Objective 3 | £3,575 |

Guidance

Pupils 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 EEF's research, published last summer, suggests that the disruption to learning is likely to have at least reversed the progress made in closing the disadvantage gap over the past decade. Therefore compensating for the negative effects of Covid-19 closures requires a sustained response—for all children, but particularly for those from socio-economically disadvantaged families.

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 Year 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.

Use of Funds

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

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. School has used this document to help direct our additional funding in the most effective way.

Intent: To use a tiered approach to maximise rapid recovery for all children

The EEF Guide to Supporting School Planning; A Tiered Approach to 2021 states that, 'The impact of Covid-19 has meant school leaders and teachers have met an unpredictable array of challenges. The year ahead will be crucial as we re-establish routines and reconnect with pupils, so that pupils go on to thrive.' As a result it recommends, 'The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time' and identifies three support strategies. Corpus Christi Catholic Primary School will use these three central support strategies to drive strategic decision making and rapid recovery for all pupils following a period of school closure as a result of Covid-19.

Three Support Strategies from the EEF Guide to Supporting School Planning; A Tiered Approach to 2021

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 parents and carers
- Access to technology
- Summer support

Objective 1

Effectively establish a high-quality blended curriculum to maintain current high trend of attainment. "Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year." (EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021)

Objective 2

Ensure diagnostic assessments recover any learning loss and inform targeted interventions. "High quality teaching is supported by, and intrinsically bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. It is likely that some pupils, especially disadvantaged pupils, will require high quality, targeted interventions." (EEF 2020- EEF

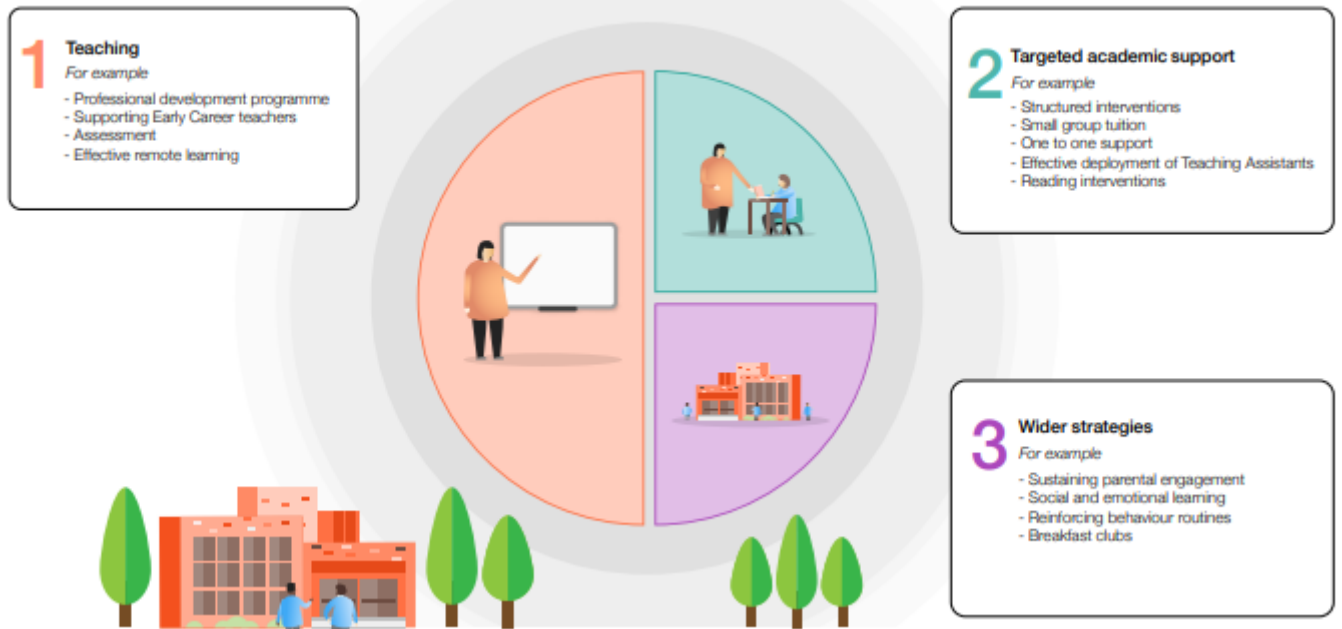
Objective 3

Ensure children have access to high quality emotional support to aid catch up. "Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community." (EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021) Social and emotional skills 'are essential for children's development, support effective learning, and are linked

Guide to Supporting School Planning; A Tiered Approach to 2021)

to positive outcomes in later life.’ (EEF 2019: Improving Social and Emotional Learning in Primary Schools)

EEF’s Tiered Model for School Planning



Barriers to current attainment due to the impact of COVID-19 (Driving funding focus for Covid-19 fund for 2020-2021 academic year)

| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
|--|---|
| A. | Negative impact on language and communication skills especially in EYFS and KS1 |
| B. | Phonics and reading - gaps in learning due to lockdowns |
| C. | Maths- gaps in learning due to lockdowns |
| D. | Writing -Impact of lost essential writing practice; Gaps in English Grammar, Punctuation and Spelling (EGPS) knowledge; reduced fluency and stamina in writing |

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| E. | Non-core foundation subjects- Gaps in knowledge where units of work have not been taught meaning that children may be less able to access pre-requisite knowledge when learning something new and are less likely to make connections between concepts and themes throughout the curriculum. Pupils have also missed out on the curriculum experiences e.g. enhancement trips, visitors and powerful curriculum moments. |
| F. | Wellbeing 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 were not prioritised. Children may also have experienced feeling isolated and lonely, worries about the future. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing. SEND children and those with a diagnosis of Autism have been affected at a deeper level due to disruption to routines and their increased needs for regular support. Social and emotional issues have significantly risen for pupils affected directly by COVID (e.g. bereavement, separation of family, Domestic Violence, attachment). |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| G. | Potential need to access remote learning with significant variances in access to digital devices and parental support to support remote learning |

(The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

| Planned expenditure | |
|---|---|
| Objective 1 | Teaching and whole-school strategies |
| <p>Objective 1- Teaching and whole school strategies</p> <ul style="list-style-type: none"> Effectively establish a high-quality blended curriculum to maintain current high trend of attainment. Ensure effective use of online platforms to support remote learning. Ensure high quality teaching from accurate start points for all classes. <p><i>“Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.”</i> (EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021)</p> | <p>What is the evidence and rationale for this choice? EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021</p> <ul style="list-style-type: none"> <i>High quality teaching for all</i> <i>Focussing on professional development</i> <i>Effective diagnostic assessment</i> <i>Supporting remote learning</i> <p>There is no substitute in any ‘catch-up’ programme for Quality First Teaching (QFT) and the positive impact that this has on pupils’ learning and progress. Staff are to be given time and space to teach what they know the children need in this year to plug the gaps in both content and learning strategies.</p> |
| <p>Evaluative questions to consider for effective interventions this academic year What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our pupils to develop through the school curriculum?</p> | <p>Checklist for implementing targeted academic support in 2021 Is there a logical and well sequenced plan to support and sustain high quality teaching?</p> |

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| <p><i>motivation due to the lack of fluency in their ability to write.</i></p> <p>Maths <i>There are in learning which impacts the sequencing of learning journeys. Recall of basic skills has suffered – recall of addition/subtraction facts, times tables and pupils have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</i></p> <p>Non-core foundation subjects <i>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.</i></p> | <p>Maths Identified gaps Revisited key content and concepts of previous academic year Focus on methods of calculations- especially arithmetic and the four rules where applicable March- Ready to progress curriculum</p> <p>March 2021 onwards (added February 2021) A weekly 'catch-up' afternoon to focus on gaps in learning in reading, writing (linked to foundation subject), phonics and maths. (To ensure a broad and balanced curriculum, a different foundation subject will be missed each week with some areas being taught as blocked days rather than weekly lessons).</p> <p>A broad and engaging curriculum that focuses on vocabulary acquisition. - Adapt long term plans to slot in statutory requirements for foundation subjects - Identify essential knowledge and skills gaps in foundation subjects due to lost learning, prior to teaching a unit of work - Revisit and deliver pre-teaching of key elements as part of the foundation subject's scheme of work - Identify vocabulary acquisition in each unit of work Identify appropriate CPD opportunities for - Teachers including subject leadership - Learning Support Assistants - 1 to 1 Support Assistants</p> | | <p>trained in the use of Class Dojo for remote learning.</p> <p>Both face to face and remote learning evidences sequential high quality teaching with rapid gains from baselines so most pupils are on track</p> <p>High quality CPD for teachers and support staff</p> <p>Effective parental engagement supports remote learning</p> | | |
| <p>Teaching and whole school strategies</p> <p><i>Effective diagnostic assessment</i></p> | <p>Regular diagnostic testing to identify gaps and to inform future teaching (QFT)</p> <p>Baseline pupils on return to school in September 2020 to check pupils' learning against age-related expectations of previous academic year</p> <p>Assess pupils' understanding when they return to the classroom in the event of another national lockdown</p> | <p>£4000</p> | <p>Teachers have a very clear understanding of any gaps that remain in learning and use these to inform teaching.</p> <p>Appropriate targeted interventions in place to close gaps and maximise progress</p> | <p>SLT</p> <p>Teachers</p> <p>LSAs</p> | <p>December 2020</p> <p>March 2021</p> |

Planned expenditure

| Objective 2 | Targeted approaches |
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Objective 2
Complement high quality teaching with carefully selected small-group and one-to-one interventions (EEF Feedback 2021)

- Ensure diagnostic assessments recover any learning loss and inform targeted interventions
- Analyse gaps in learning to inform targeted teaching
- Achieve outcomes at the end of 2020-2021 for each cohort which are in line with, or above, prior attainment before lockdown

“High quality teaching is supported by, and intrinsically bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. It is likely that some pupils, especially disadvantaged pupils, will require high quality, targeted interventions.” (EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021)



What is the evidence and rationale for this choice?
 EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021

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

“Assessment should be used not only to track pupils’ learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.”
 (EEF Improving Mathematics in Key Stages 2 and 3)

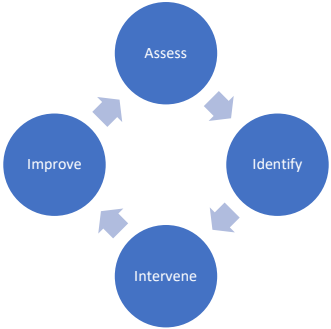
Evaluative questions to consider for effective interventions this academic year

What one to one or small group tuition approaches is school implementing?
 How are pupils being selected to participate in an intervention? Is reliable data being used to inform those judgements?
 Is there a planned timescale for the intervention with clear entry and exit strategies?
 What supports will be in place to ensure the work of the intervention is aligned with classroom practice?

Evaluative questions to consider when planning to support pupils with SEND:
 How do staff know their pupils, including those pupils with SEND? How is this communicated widely?

Checklist for implementing targeted academic support in 2021

Are we using relevant and rigorous data to ensure targeted interventions are appropriate?
 Are school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?
 Will continued changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?

| Desired outcome | | Chosen approach | Anticipated cost | Impact (once reviewed) (RAG In progress Not started) | Staff lead | Review |
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| <p>How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision? How are supportive relationships with an adult in school developed for pupils with SEND?</p> | | <p>Are any interventions being stopped to ensure both staff and pupils have the capacity to undertake new interventions as part of their daily work?</p> | | | | |
| <p>Targeted approaches- Spoken Language</p> <p><i>One to one and small group tuition</i></p> <p><i>Intervention programmes</i></p>  | | <p>Apply for Nuffield Early Language Intervention (NELI) which is designed to improve the spoken language ability of children in Reception classrooms. All sessions focus on listening, narrative and vocabulary skills with work on phonological awareness introduced in the final ten weeks.</p> <ul style="list-style-type: none"> - Reception, Year 1 teachers and SENDCO complete training - Train Learning Support Teaching Assistants in Reception, Year 1 and 1 to 1 Support Assistants in how to develop children's language skills - Support staff deliver three 30-minute sessions per week to groups of five children during the Spring and Summer terms (20 weeks) - Each child also attends an additional two 15-minute individual sessions per week. | <p>Release time £1000</p> | <p>Small-group and one-to-one interventions complement QFT</p> <p>Reception children show increased</p> <ul style="list-style-type: none"> -vocabulary -narrative skills -active listening skills -phonological awareness <p>Identified pupils in Year 1 and special needs children show increased language skills</p> <ul style="list-style-type: none"> -vocabulary -narrative skills -active listening skills -phonological awareness | <p>AHT/Phase Lead</p> <p>SENDCO</p> <p>Reception teachers</p> <p>Reception LSAs</p> <p>Year 1 LSAs</p> <p>1 to 1 SA</p> | <p>Spring 2021</p> <p>Summer 2021</p> |
| <p>Targeted approaches- Phonics</p> <p><i>One to one and small group tuition</i></p> <p><i>Intervention programmes</i></p> | | <p>Phonics</p> <p><i>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’</i></p> <p>Retrain staff in the delivery of Letters and Sounds programme</p> <p>Staff use the online phonics tracker to assess and record progress</p> <p>Baseline pupils in Year 1 and Year 2</p> <ul style="list-style-type: none"> - September 2020 - December 2020 - March 2021 <p>Identify gaps in phonic knowledge</p> <p>QFT addresses gaps</p> <p>Staff to review impact using the tracker after six weeks</p> <p>Deliver high quality small group Phonic interventions</p> <ul style="list-style-type: none"> - KP | <p>£500</p> | <p>All staff retrained in the delivery of Letters and Sounds programme by Phonics Lead</p> <p>Staff are responsive by</p> <ul style="list-style-type: none"> - checking if learning can be accelerated or if extra support is needed - identifying specific capabilities and difficulties to focus teaching. <p>Staff use the online phonics tracker to</p> <ul style="list-style-type: none"> -review progress after six weeks | <p>AHT/Phonics Lead</p> <p>Year 1 & Year 2, Year 2/3 teachers</p> <p>Year 1 & Year 2, Year 2/3 LSAs</p> | <p>September 2020</p> <p>December 2020</p> <p>March 2021</p> |

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| | <i>progress.</i> " (EEF-Phonics) | <ul style="list-style-type: none"> - LSAs - Noctua (April- July 2021) | Noctua £500 | <ul style="list-style-type: none"> - plan future teaching -identify if extra support is needed - organise and deliver targeted interventions <p>Achieve phonics outcomes at the end of 2020-2021 for pupils in Reception, Y1 and Y2 which are in line with, or above, prior attainment before lockdown</p> | | July 2021 |
| <p><i>"Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</i> (EEF Small Group Tuition November 201)</p> | Reading, Maths and EGPS | <p>Deliver high quality small group tuition to pupils in KS1 and KS2 in English and Maths.</p> <ul style="list-style-type: none"> - Carry out diagnostic testing in Reading, Maths and EGPS - Analyse pupil performance in Reading and Maths tests - Identify pupil knowledge and understanding gaps in Reading, Maths and EGPS - Deliver targeted individual and group interventions in for the areas of weakness demonstrated in pupils' diagnostic test results in Reading, Maths and EGPS <p>Reading- Read to pupils daily</p> <ul style="list-style-type: none"> - in a story time(EYFS/KS1) or - in a class novel (KS2) <p><i>"Children who were read aloud to – a rich and engaging text every day for 12 weeks made 16 months progress."</i> Westbrook, Sutherland, Oakhill and Sullivan 2018</p> | £865 | <p>Progress is accelerated termly to ensure the vast majority pupils are able to access age-appropriate learning materials</p> <p>Achieve outcomes at the end of 2020-2021 for each cohort which are in line with, or above, prior attainment before lockdown</p> | <p>AHT/ Assessment Lead</p> <p>AHT /English Lead</p> <p>AHT/Maths Lead</p> <p>Teachers</p> <p>LSAs</p> | <p>December 2020</p> <p>March 2021</p> <p>May 2021</p> |
| | Writing | <ul style="list-style-type: none"> - Identify gaps in pupils' writing - Deliver targeted individual and group interventions in for the areas of weakness demonstrated in pupils' writing including pre-teaching | | | | July 2021 |
| | <p>Targeted approaches- Extended school</p> <p><i>One to one and small group tuition</i></p> <p><i>Intervention programmes</i></p> | <p>Deliver weekly catch-up /pre -teaching booster clubs for identified pupils delivered by class teacher and LSA (1 hour per session).</p> | £4000 | <p>Attainment of identified pupils improves and effect of lockdown is negated.</p> <p>Parents are supportive of the catch-up booster classes and support with good attendance</p> | <p>AHT/ Assessment Lead</p> <p>AHT/English Lead</p> | <p>March 2021</p> <p>May 2021</p> |

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| | | | | AHT/Maths Lead Teachers LSAs | July 2021 |
| Total planned expenditure: Targeted approaches | | £6865 | | | |

| Planned expenditure | |
|--|---|
| Objective 3 | Wider strategies |
| <p>Objective 3- Wider strategies</p> <p>Ensure children have access to high quality emotional support to aid catch up.</p> <p><i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.”</i> (EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021)</p> <p><i>“Social and emotional skills ‘are essential for children’s development, support effective learning, and are linked to positive outcomes in later life.”</i> (EEF 2019:Improving Social and Emotional Learning in Primary Schools)</p> | <p>What is the evidence and rationale for this choice? EEF 2020- EEF Guide to Supporting School Planning; A Tiered Approach to 2021</p> <p>Wider strategies</p> <ul style="list-style-type: none"> • <i>Supporting parent and carers</i> • <i>Access to technology</i> • <i>Summer support</i> <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. SEND children and those with a diagnosis of Autism have been affected at a deeper level due to disruption to routines and their increased needs for regular support. Mental health effects of school closures during COVID-19 - The Lancet Child & Adolescent Health Children may also have experienced bereavement, feeling isolated and lonely, worries about the future. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p> |

Evaluative Questions (RAG)

Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?

Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?

Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?

Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?

| Desired outcome | Chosen approach | Anticipated cost | Impact (once reviewed) (RAG In progress Not started) | Staff lead | Review |
|--|---|---|---|-----------------------------|---|
| <p>Wider strategies</p> <ul style="list-style-type: none"> • <i>Supporting parent and carers</i> • <i>Access to technology</i> • <i>Summer support</i> | <p>Supporting parents and carers</p> <p>Pupils will have varied opportunities to access learning at home. Remote learning opportunities will not always require parents and carers to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain remote learning.</p> <p>Access additional food support to provide food parcels outside of FSM entitlement Autumn Term- Catholic Care/SVP Christmas- Irish Centre/SVP/Parent Spring Term-Rethink/Catholic Care</p> <p>Providing behaviour support to classes and target individuals (Nurture and targeted behaviour support) EEF: Improving Behaviour in Schools Key Recommendation 2: Teach Learning Behaviours</p> | <p>£1000</p> <p>Current online platforms</p> <ul style="list-style-type: none"> - Tapestry - Class Dojo - Active Learn - Spag.com - Times Table <p>Rockstars</p> <ul style="list-style-type: none"> - Numbots - Purple Mash - Use Loom - Introduce Zoom <p>SENDCO time Kicks project Catholic Care STARS</p> | <p>Pupils are provided with a broad, balanced curriculum remotely using technology and paper-based resources</p> <p>Pupils are able to access learning remotely</p> <p>Parents are supported in the remote education of their child(ren)</p> <p>Additional sources of food support accessed</p> <p>Additional food support is provided for those families most in need</p> <p>Pupils settle back quickly into school life and routines</p> <p>Positive impact on identified pupils' behaviour</p> | <p>HT/SLT</p> <p>SENDCO</p> | <p>September 2020</p> <p>December 2020</p> <p>March 2021</p> <p>May 2021</p> <p>July 2021</p> |

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| | <p>Provide additional support for mental health / emotional wellbeing through PSHE/Wellbeing Week/ Catholic Care/Cluster</p> <p>Organise enhancement experiences either virtually or once guidance allows in person</p> | <p>Buckfast Abbey project £575</p> <p>£2000</p> | <p>Positive impact on identified SEMH pupils' emotional wellbeing</p> <p>Pupils continue to be provided with enhancement experiences to enrich the curriculum</p> <ul style="list-style-type: none"> - Virtual panto - Virtual author workshops - Space virtual reality workshop - Theatre group - Author visits - Visits - Visitors | <p>Teachers</p> <p>HT/SLT</p> <p>Teachers</p> | |
| <p>Total planned expenditure: Targeted approaches</p> | | <p>£3,575 plus additional funding from school budget</p> | | | |

