



Catch-Up Premium Plan

St Cuthbert's RC Primary School



Summary information

School	St Cuthbert's RC Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£18000	Number of pupils	

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 Y6 (age 11) and will be provided termly this academic year.

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

Maths	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'.
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	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 and in gaps identified in prior year stands for Maths.
Writing	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 did not 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.
Reading	Children accessed reading during lockdown more than any other subject did. 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 do not is now increasingly wide.
Wellbeing and SEMH provision	Increase in children with SEMH needs because of Covid 19 first lockdown. Isolation and restrictions on daily life have affected children's' emotional resilience and has increased the incidents of anxiety as well as strain on family life/dynamics particularly affecting identified vulnerable children in school.

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>RQT support and DRICE training</u> Recently qualified teachers are secure in all teaching standards and develop their practice to be at least good or better. All teaching staff refocus on core principles (DRICE) of teaching and learning with time to reflect on strategies and approaches to support all learners.	Support for recently qualified teachers after a shortened NQT year 2019 – 2020. Supporting development of teaching and learning. Whole staff CPD for teaching and learning. NO COST		ED JW FC	Jan 21
<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. Next steps are carefully planned from this information.	Allocate staff meeting time to discuss and assess gaps in learning from core strands in R/W/M and discuss strategies to fill gaps (Autumn term 2020). Use pupil progress meetings to discuss specific support and interventions for individuals and groups. Specific PP meetings to discuss SEND learners, Disadvantaged learners, and appropriate interventions/support used.		ED JW FC	July 21
Total budgeted cost				£ 0

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>1-to-1 and small group tuition</u>				

<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>Identified children who have gaps in mathematical knowledge. They will master number bonds, tables and the required processes of place value, addition, subtraction, multiplication and division</p>	<p>2 TAs appointed and allocated to KS2 to support in each cohort. This will enable the class TA to provide the 1 to 1 and small group support required. (£6000 for 2 x teachers for mornings for Y4 and Y2/3 Autumn Term 2020) (£6000 for 2 x teachers for mornings for Y6 and Y2 Spring term 2021) (£3000 for 2 x teachers for mornings for Y5 and Y3/4 class)</p>		<p>JT ST JG FC</p>	<p>Jan 21</p> <p>Jan 21</p>
<p><u>Intervention programme</u> Additional provision for identified children</p> <ul style="list-style-type: none"> • SEMH needs via 1:1 ELSA sessions with trained TA • Booster classes for children in Y6 from January 2021 to support closing the gap at KS2 end and supporting those identified children with extra tuition time • Extra hours for EYFS practitioner to support good outcomes for all children in Reception towards EYFSP outcomes 	<p>TA additional time for planning for additional intervention for identified children (boosters for Y6 children, ELSA support for identified children and additional hours for EYFS practitioner to support identified children for support) (£1000)</p>		JW	Feb 21
<p><u>Remote Learning Support</u> Support for children self-isolating at home to access remote learning</p>	<p>Purchase of 3 x iPads to support children who have not access to hardware for remote learning to access Seesaw (£962)</p>		JW	Feb 21
Total budgeted cost				£16962

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><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.</p> <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>Additional online learning resources will be purchased, SeeSaw to support children at home. Likewise, Times Table Rockstars will be used to support tables in KS2. TT Rockstars already purchased/SeeSaw (£1100)</i></p> <p><i>Packs will be made and distributed should they be required.</i></p>		<p>JW</p> <p>JT</p>	<p>Jan 21</p> <p>Jan 21</p>

Access to technology Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Seesaw platform for home learning which can be accessed by teachers at home via laptops to support home learning (as above £1100)</i>		CL	Feb 21
Summer Support Transition for Y6 to Secondary School ensures that all children are accurately assessed, information sharing is comprehensive and secondary colleagues are well informed (particularly for vulnerable identified children) of needs.	<i>Transition Project with LA and Transition Lead working this year on transition tool refinement and development for use in Summer 2021 transition process to secondary school for Year 6 pupils.</i>		ED JW	July 21
Total budgeted cost				£ 1100
		Cost paid through Covid Catch-Up	£18062	
		Cost paid through school budget	£62	