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 have been advised to use this funding for specific activities to support their pupils to make up for lost teaching over the previous months.

# Coronavirus (COVID 19): Catch Up Funding Plan

Catch up Plan:

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| School Name: | St Francis RC Primary School | | | | | |
| Academic Year: | 2020-21 | | | | | |
| Total Number of eligible pupils: | 204 | | | | | |
| Total catch up budget | £16,320 | | Received 2020-2021 | | £9520 | |
|  |  | | | Received 2021-2022 | | £6800 |
| Date of review: | September 2021 | | | | | |
| Use of Funds | | EEF Recommendations | | | | |
| 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. | | 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 | | | | |

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| Identified Impact of Lockdown | |
| Maths | Specific content has been missed and this has led to gaps in learning. By using the FOCUS pre-learning tasks and the ‘ready to progress criteria’, we have been able to identify the missed objectives from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives in order for the children to progress through the new content.  Interventions are taking place during assembly times (and other appropriate times) to address misconceptions and missed learning.  Children in KS1 and KS2 are not as fluent in their ability to recall number facts and times tables. They have lost the momentum and confidence gained prior to the pandemic. Additional short arithmetic sessions have been planned throughout 2021. This has also been the focus at the start of each lesson. |
| Reading | Assessment has highlighted that the gap has widened between children who read at home and those who do not; however, all children need support with skills of inference, retrieval, prediction, explanation and summarising. Reading lessons take place 3 x weekly, with a strong focus on vocabulary, inference, retrieval and explanation. Each child is listened to weekly to improve their fluency in reading and home reading books are changed at least once per week. We have already welcomed author workshops, through zoom, to promote engagement and a love of reading for the children and hope to have many more throughout the year.  As a school, we have introduced home/school reading links by sending home records to write comments and encourage home reading.  Across the school, many extra reading interventions are in place as reading is prioritised across school: -Every child is listened to 1:1 by an adult each week. -Weekly readers with high school students Y2-Y6.  -Weekly teacher led book clubs Y2-Y6 – targeted at specific groups of children to ensure ARE are met.  -Weekly interventions for specific groups of children. -Y2 and Y4 reading buddies to support fluency and build confidence.  -Take home books changed weekly. |
| Writing | Class teachers identified that a high number of children did not return work for approval during the lockdown period. Since returning to school, teacher formative assessments have highlighted inconsistencies in writing composition and SPaG compared to previous years and end of term summative assessments also reflect this. In addition, children are unable to produce the same quantity of writing as prior to lockdown and make careless mistakes. Teachers will spend time recapping basic grammar, spelling and punctuation within English writing lessons. Spelling lessons are taught weekly. Handwriting is also taught weekly as this was particularly affected over the lockdown period.  Teachers have identified groups of children with specific gaps and are providing targeted small group interventions across school. |
| Science | Science is most effective when it is both practical and collaborative. The pandemic / remote learning has had a large, negative impact on the teaching and learning opportunities available to our pupils. The number of children who did not meet the required age related expectations in the ‘working scientifically’ category has increased significantly. In response to this, a new science curriculum has been developed and implemented with scientific enquiry deeply rooted in its philosophy. As a result, the learning experiences contained have needed to be resourced extensively. Furthermore, intervention groups for those children with extensive knowledge gaps are being implemented from the spring term. Our curriculum has also taken into account the knowledge that children may have missed during remote learning. Where areas of learning have been missed, subsequent year group plans have been amended to allow children opportunities to revisit them (e.g. Y4 electricity objectives being revisited in year 6.) |
| Non-core /SMSC | There are significant gaps in knowledge – whole units of work have been missed 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 and visitors. Where links are identified, teachers will look at previous units and teach the key prior knowledge before moving on to new subject content. |
| Art & DT | Due to the specific equipment and objectives, most children did not have experiences in line with the Art and DT National Curriculum during lockdown. Teachers are therefore aware of previous years gaps when planning units and refer to the knowledge and skills progression document for support. |
| Music | Children were able to access Charanga throughout lockdown but lacked the structure and guidance of the teacher. Many units were missed and children have returned to school with different musical experiences from their time working from home.  Our music scheme, Charanga, enables children to build on their knowledge and skills from previous years. As lessons have been missed, the language and the skills of singing, improvisation and composition have had to be more explicitly taught higher up the school. |
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| Planned expenditure | | | | |
| i. Teaching and whole-school strategies | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact** | **Staff lead** | **Review date?** |
| Support great Teaching  Pupils to make expected or better progress in phonics. Children in Year 1 to reach at least national average in phonics screening test (conducted internally). | * All staff in school to receive phonics training. * EYFS, Y1 and Y2 staff to assess and group children. * Phonics sessions to be monitored and any areas for improvement identified and training and support given. * Additional TA to support in Y1 (TA) * Additional reading support in Y1 & EYFS (JS) * Additional UQT in EYFS (CM)   £3,900 |  | JGK | June 2022 |
| Support great teaching:  Support Reading and writing throughout the school | Additional teacher to release English lead (1 day per week) – EN  £8,000 |  | JR | June 2022 |
| Support great teaching:  Additional teacher to support in Y6 and Y4 | WM & JK to support and / or release other staff by providing specialist Science and Maths teaching  £10,000 |  | WM | June 2022 |
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| ii. Targetted approaches | | | | |
| 1-to-1 and small group tuition |  |  | All teachers | Termly |
| Intervention programme  First Class Number is used to target individual pupils in maths in order to reach ARE.  Lego-Therapy is used to target children develop children’s social and communication skills, particularly for those who were identified as concern after lockdown.  FFT is used to target individual pupils in reading in order to help progress.  Clicker 8 is used to support those identified children in writing who need additional support in spelling, vocabulary choice and understanding basic sentence construction and punctuation. Also used to target and improve identified pupil’s confidence in writing.  Epic Reading is used to target groups of pupils in reading in order to reach ARE  EAL Hub is used to provide bespoke support for targeted new arrivals who have missed time in school.  Grammar and writing interventions are used to support those identified children in reinforcing their understanding of basic sentence construction and punctuation. | Trained TA will deliver programme with 3 groups of identified pupils. Each group will have 1 x 30 minute sessions weekly.  Trained TA will deliver programme to identified group of pupils 2 x 20 minute sessions weekly.  Trained TA will deliver programme to identified pupils 1 x 30 minutes weekly.  Whole school license purchased to ensure access for all identified pupils in all lessons. License also allows pupils to access further support at home. Programme as used for small group interventions with targeted pupils across school.  Whole school subscription purchased to enable Epic reading to be used within lessons for targeted individuals as well as targeted group work. Programme is used to ensure support for reading at home.  Purchase of EAL hub assessment to gain accurate assessment of new arrivals. This enables bespoke intervention work using purchased resources and use of resources for class support.  TAs delivering bespoke interventions to targeted pupils. |  | AC | Termly |
| Extended school time  Identified children are able to access after school catch-up clubs. The attainment of those identified children improves and the effect of lockdown is negated. Parents are supportive of the club and understand the identification process. | Clubs to be planned and led by teachers |  | All teachers | Termly |
| Speech and Language  Additional training to support EYFS staff and increased time for individual assessments in order to support the development of individuals identified in EYFS. | SENDCo, Well being lead and EK to identify pupils and work closely together  £ 190 per session £380 per term |  | AC | Termly |
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| iii. Wider strategies | | | | |
| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
| Access to technology  Additional electronic devices will enable us to loan out devices to families who need them, enabling as many children as possible to have an individual device and therefore be able to fully access learning during a full school or partial school closure. Progress and learning will be maintained for pupils and they will meet their end of year targets despite any closures.  The increase in device numbers will enable us to offer places at intervention clubs to a greater number of pupils if required.  Therefore any children that have experienced significant disruption due to bubble closures can access personalised intervention. Also any child identified as having experienced learning loss due to Covid 19 is able to access personalised intervention. | * Purchase new chromebooks and trolleys. * Upgrade batteries in existing technology. * Purchase staff technology eg cameras and microphones as necessary. * Introduce Google classroom and provide staff training   £21,000 |  | SLT & WM | February 2021 |
| Cost Covid Catch-Up to date = £45,040 | | | | |