

Overview

School	St Joseph's RCVA Primary, Coundon				
Academic Year	2021-22	Catch-Up Fund	£8800	Total Pupils	108 + 25 Nursery

DfE Guidance

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

EEF Model for Evidence based Strategic Planning

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



Identified Impact of COVID 19 (Primary)	
Maths	Some units missing and need to be taught. Gaps where some children have not engaged.
Writing	Pencil control/ formation weaknesses/ stamina for writing poor.
Reading	Phonics gaps with certain children. EYFS gaps in Phonics/ formation.
Foundation	EYFS readiness for school/ more formal aspects. Units missed in all areas.
Social and Emotional	Anxiety/ de-motivation for school work. Feelings that school is crowded. Difficulty in getting into school.
Physical	Decline in physical skills and fitness.

Planned Expenditure				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy and Cost	Impact	Staff Lead	Review date
Maths: Children will reach expected or better standards in Maths. Gaps in learning will be minimised for the majority of children.	Revisit the curriculum planning and consider units that have been missed. Ensure coverage of missing learning is given in order to prevent further gaps appearing. Maths lead teacher to attend suitable network and CPD to support staff with this. Cover and training costs £500. Purchase of Power Maths text books/ Teacher Guides for KS1/2- support the learning and delivery in class and through intervention. £2000	Children will have the coverage of units previously not covered due to lockdowns. Classes will access these texts at least twice a week.	Maths Lead teacher	July 2021- Summer assessments/mid term assessment pre- Easter.
Reading: Children to reach expected or better standards in Reading and Phonics strands. Gaps in learning will be minimised for the majority of children.	Full Lexia licenses and Accelerated reader/ My-On (home access) licenses for all children and regular use / opportunities to read in school. £2500.00	Children will practise regularly in school and at home enabling them to reach expected standards. Children will access Lexia at least once a week and AR/My-On on various occasions throughout the week and at home.	All Staff- MB lead	July 2021- Accelerated reader star tests/ phonics screening and EYFS outcomes. Lexia reporting. July 2021- Summer term assessments/ phonics

	Investment in greater number of library stock for accelerated reader texts/ decodable books to support early reading/ families reading at home. £1250.00	Rewards given for home use. Parents/ children will be able to access a greater range of age appropriate texts to support early reading. EYFS/KS1 daily reading with certain groups, at least weekly with others. KS2 certain groups twice weekly and others at least weekly.		screening and EYFS outcomes.
Writing: Children to achieve in line with the expectations for writing as outlined in the Durham grids. Gaps in learning will be minimised for the majority of children.	Daily handwriting practice/ formation in EYFS/KS1. Handwriting and spelling sessions in KS2. QFT to improve stamina for writing in all KS. Staff training with LA- guidance on catch up. Physical development activities for EYFS and KS1 to support the development of writing muscle and readiness for formation.	Children will renew their stamina and strength for letter/ number formation. Children will become engaged in writing at length again.	All staff- MB lead	July 2021- Summer term assessments and EYFS outcomes.
Foundation subjects: Gaps in learning will be minimised for the majority of children.	Revisit the curriculum planning and consider units that have been missed. Consider planning to cover cross curricular learning opportunities in English etc. Staff to plan collaboratively to ensure units missed are taught in the curriculum in coming terms. Specialist teachers to continue provision in Music/ PE/ swimming/ after school. Staff to	Children will enjoy the full curriculum. Children will have a good understanding of the whole curriculum. Children will have opportunities to enjoy music/ arts/ drama.	MB lead	July 2021- Summer term assessments and EYFS outcomes.

	<p>deliver specific assemblies to support well being and e-safety/ online safety. Visits and visitors to resume in line with restrictions/ roadmap.</p> <p>EYFS readiness for school: encourage as many children to attend EYFS unit. Provide resources for lockdown that match those used in school. Increase physical development, speech and language, self help skills teaching opportunities to promote independence and maturity.</p>	<p>Children will become more confident in their independent and physical skills. Children will improve with their speech and language.</p>	EYFS lead	EYFS outcomes- July 2021
<p>Social and emotional: Children to return to school confident that they are safe, aware of the need to keep themselves and others safe, follow school's Risk Assessment and respect school's routines. Children aware they can ask questions and talk openly about the pandemic/ loss/ grief. Children to engage with staff and their friends. Children to play in groups and rekindle their friendship skills. Children to be</p>	<p>Open discussion/ use of appropriate texts to promote discussion eg Mackesy Assemblies and daily prayers that lead to reflection on issues relating to our emotions. Celebration and rewards recognising achievement/ effort and communication with families identifying excellence eg post cards/ texts/ FB posts.</p>	<p>Children will be aware of the crisis and be confident to talk about it without myths and misconceptions. Children to understand the message of the Government in terms of social distancing and restrictions and why this is necessary. Children will become responsible in their behaviour towards others. Children will feel re-engaged with school and feel part of the</p>	DHT/ HT	Weekly reviews/ reminders

motivated to enjoy their school work once again.		learning community in a positive way.		
Physical: Children to improve their physical fitness. Children to refresh basic skills. Children to become more physically healthier in their diet and lifestyle.	Physical activity encouraged at playtimes eg. Football goal/ basketball/ skipping/ climbing etc. Increased opportunities in EYFS external area for physical development- climbing, jumping, digging, riding etc. Increased sessions for all children in EYFS to access specific climbing challenges to improve their development and basic skills. All PE sessions including high energy warm ups etc. Additional PE sessions/ focus weeks and after school football club. Investment in gardening opportunities to encourage physical movement and an understanding of healthy lifestyle. £200 skipping workshop/ £100 gardening	Children will become more active and healthy. Children will develop stamina and consider their choices with lifestyle.	PE Lead/ HT	Half termly review

Planned Expenditure				
Targeted Pupils				
Desired Outcomes	Strategy and Cost	Impact	Staff Lead	Review date
SEND/ EAL and children with limited engagement to catch up with basic skills and fine motor/ speech and language in EYFS/ KS1/ KS2.	TA support for identified children to carry out specific interventions- daily interventions with reading/ speech/ SEND/ sentence structure/ maths support and phonics intervention. Small group and 1:1 intervention. (Carry out by google meet during lockdown/ isolation) £2200.00	Children to make progress with their reading/ phonics/ speech and not fall behind. Support our youngest children to be ready for the next stage of their schooling.	DHT SENCo	Easter

Planned Expenditure				
Wider Strategies				
Desired Outcomes	Strategy and Cost	Impact	Staff Lead	Review date
Parental engagement with school	Ensure register of parent emails is kept up to date. Use google meet/ phone calls to conduct parent consultations and engage with parents.	Stronger communication between school and parents.	HT	Easter
Home support for the children with homework etc	Termly newsletter emailed to parents from class teacher outlining the plan for the term- allow parents to prepare effectively. Homework in KS2 delivered through google classroom allowing staff to share resources to support families at home.	Parents more engaged in their child's learning. Reduce paper based work and less transmission between home and school.	Staff	Easter