



St Oswald'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)*

Amount available £24,000

Action	Timescale	Finance/Resources	Lead	Success Criteria
Teaching and whole school strategies				
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	£360 annual subscription via Archdiocese	JH/LMH/CG	High quality virtual CPD is in place when required. Staff accessing evidence informed CPD which can have long term impact on practice.
Seesaw platform to be provided for whole school use. Homework to be set on Seesaw from September and any isolating classes will have work set daily on Seesaw. In the event of further lockdown all lessons will be delivered via Seesaw	September 2020 introduction	£1317.00	JH/LMH/CG	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.
Additional online resources purchased to aid planning for teachers and provide high quality online resources for pupils	January 2021	Oddizzi £100 Monster Phonics £1616.00 Monster Phonics e books £264 White Rose Premium resources £139 Kapow £975 TT Rockstars and Numbots £500 CGP £500 Ten ten £680 Rock Kidz £97		Staff are able to provide high quality lessons and resources on our learning platform and children have access to a wide curriculum. Our remote offer follows our usual curriculum as closely as possible.
Devices to loan to pupils with insufficient access to Seesaw	January 2021	Surface pro x 30 £11,070	JH/LMH/CG	Improved access to remote learning offer for identified pupils and staff can also use these when covering in class to allow for continuation of usual work or catch up work, groups of pupils can use in class for catch up work

Additional assessment materials to quickly identify gaps in learning and catch up opportunities needed for individual pupils	March 2021	Rising Stars and NFER £2500	JH/LMH/C G	Clear and accurate identification of targeted intervention needed for all pupils across school. All children to make at least expected progress with significant reduction in loss of learning due to partial closure
Targeted support				
Teacher working with groups in Y4 and Y6 2 days per week Additional TA hours to support group working Summer term (looking to extend this into the Autumn term)	January – March 2021 April- August	£3850 £1000	JH/LMH/C G	Pupils with identified gaps prioritised for targeted catch up work
Wider strategies				

1:1 support for children with identified SEMH issues linked to partial closure of Covid concerns. To include Emotionally Aware Schools programme, therapeutic sessions or similar	September 2020	Pastoral team costs	JH/LMH/C G/GB	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.
Increased engagement with home learning packages both online and paper packs. All children to be taught how to use home learning packages effectively whilst in school. Clear expectations for all and followed up appropriately. Phone calls to support where needed. Effective communication systems in place. Constant review of strategy.	September 2020	Cost of staff time and devices. DfE devices to be used where appropriate.	JH/LMH/C G/CC/SA Classteachers	Almost all families engaging with home learning when needed. Clear communication with home and daily follow up when children are isolating.

