



Catch-Up Premium Plan

St Thomas More R.C. Primary School

Summary information

School	St Thomas More R.C. Primary				
Academic Year	2020-21	Total Catch-Up Premium	£24,560	Number of pupils	307

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 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. 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

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning 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. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts and have forgotten once taught calculation strategies. This is reflected in daily lessons and assessments.</p> <p>The children have retained their knowledge of Times tables. All classes have had continued access to TTRS</p>
<p>Writing</p>	<p>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 didn't 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. Across the school it is felt that the children have lost their love of writing and writing for pleasure.</p> <p>Handwriting was affected during lockdown. In LKS2 it was felt necessary to take the children back to basics and recap all of the letter joins, this is having a beneficial impact of the presentation of the children's work.</p>
<p>Reading</p>	<p>During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school, although in KS2 it is felt that the emphasis on reading at home is not as prevalent as reading books and reading records are not moving back and forward between home and school. Children are given opportunity to read each day at school</p> <p>Children have been enthused by the new library and have all chosen a library book to keep in school. The new books are helping to further develop reading for pleasure. The children have been very excited about the Library.</p>
<p>Non-core</p>	<p>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.</p>

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?
<p><u>Supporting great teaching:</u></p> <p>Increased enjoyment and engagement in writing skills across the school</p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Consultation work with Dawn Robertson (Literacy Planet) to revisit the writing curriculum plans. Whole school well-being writing project based on Barnabus Project</p> <p>Literacy Planet £2000 Barnabus Project Books £170</p> <p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>Supply costs £2000</p>		<p>CC</p> <p>SLT</p>	<p>July 2021</p> <p>July 2021</p>
<p><u>Supporting great teaching:</u></p> <p>Deepening of understanding in early maths skills with the use of additional manipulatives</p> <p>Use of high quality resources to support teaching and learning of additional units that have been missed</p> <p>Development of mastery within maths, that children are applying their mathematical skills in a range of contexts</p>	<p>Purchase of additional manipulatives such as Numicon for EYFS and KS1, initially</p> <p>Resources costs £1800</p> <p>Printed materials of the White Rose scheme</p> <p>Resources costs £240</p> <p>Mastery Project with Maths Hub – additional time for release of staff for training</p> <p>Supply costs £1000</p>		<p>SD, CB & JJ</p> <p>SD</p> <p>SD & JJ</p>	<p>July 2021</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Implement NTS assessments. Complete termly tests and record assessments on MARK to identify gaps.</p> <p>Purchase Insight Tracking to track performance</p> <p>Insight £1400</p>		<p>AQ</p>	<p>July 2021</p>

<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St Thomas More have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Enable home visits for new starters to occur virtually</p> <p>Children transitioning from EYFS to KS1 to continue with essential skills through play based learning.</p>	<p>An interactive tour of St Thomas More RC Primary School is available on the school website.</p> <p>Purchase SchoolCloud to enable Home Visits for new starters. SchoolCloud £600</p> <p>Transition support from Matthew – Early Excellence Transition support from Claire Taylor - Rochdale LA Consultant £3100</p>		<p>AQ & CB</p> <p>JB, CB & JJ</p>	<p>July 2021</p>
<p>Reignite a love of reading and have a collective class text as an activity to reintegrate all of the children on their return</p>	<p>Purchase of a class text for each class. Given to the children as a welcome present to share as a class. Resources £2200</p>		<p>JB</p>	<p>March 2021</p>
Total budgeted cost				£ 14310

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programmes</u></p> <p>An appropriate numeracy and english intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number and reading skills</p>	<p>Shine intervention package purchased. Links in with NTS and Mark systems SHINE £820</p> <p>Supply costs to cover delivering the intervention Supply costs £2000</p>		<p>AQ</p>	<p>July 21</p>
<p><u>Extended school time - Social Times</u></p> <p>The children to redevelop their play skills and social times to help reconnect the relationships that have been missed and altered throughout Covid 19</p>	<p>Purchase of department play equipment and games taught to the children to encourage a cohesive lunch and break time where social and friendship skills are being fostered Resources £1000</p>		<p>JB & BH</p>	<p>May 2021</p>
Total budgeted cost				£3820

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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. 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.	2-day home-learning paper packs are prepared and ready to distribute for all children. Paper packs delivered to children's homes if required. Resources £2000		AQ	Feb 2021
<u>Access to technology</u> Children within KS1 have access to devices to enhance their learning. Ability to use resource room as online classroom when required	Rental of 30 I pads to be used across the department Resources £4200 Purchase of webcams for resources room board Resources £50		JJ & DM AQ	Feb 21 May 21
<u>Summer Support</u> NA				
Total budgeted cost				£ 6240
			Cost paid through Covid Catch-Up	
			£24,560	