

Summary Information for Ursuline Catholic Primary School

<u>Academic Year 20-21</u>	Total number of pupils 412	Total catch up premium £19,368 Sept 20 – March 21 £13,832 April 21 – Aug 2021 Total £33,200
<p>Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Ursuline Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision</p>		
<p><u>Use of Funds</u> 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. 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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery and our school Recovery Plan is central to this:</p>		
<p><u>EEF Recommendations</u> The EEF advises the following:</p> <ul style="list-style-type: none"> • 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 		
<p><u>Identified impact of Lockdown</u></p>		
<p><u>Reading</u> Some children accessed reading during lockdown more than any other subject. 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 don’t is now increasingly wide. Reception children and KS1 have missed out on vital phonics learning</p>		
<p><u>Maths</u> Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children’s recall of basic skills has suffered – children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies.</p>		

Well-being Children returned to school noticeably happy to return, they settled into routine quickly and we had no major issues with behaviour. However we were aware that Pupils needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.

Writing Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling, plus handwriting has suffered, leading to lack of fluency in writing. Those who 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.

Speaking and listening -The number of EYFS pupils entering school with speech and language concerns has increased. Pronunciation, sentence construction, understanding and the general ability to speak in sentences are the main areas of concern.

Non-core subjects - 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. Physical fitness of the children has also suffered.

Catch up funding priorities

1. Through formative assessments identify gaps in learning which will be addressed through quality first teaching.
2. Identified pupils will receive targeted support to 'keep up' and 'catch up'.
3. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. (Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.)

EEF Recommended Strategy	EEF Rationale	Specific implementation	Cost	Expected Impact
One to one and small group tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	<ul style="list-style-type: none"> • Tutor trust – tutoring for disadvantaged/vulnerable children in years 5&6 for maths and reading • Neli – boost early communication and language gaps in Reception • 1-1 support for Year 3 children 	£1000 12 pupils £80 x 24 pupils =1,920	<ul style="list-style-type: none"> • Year 5/6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M • By providing maths and reading catch-up interventions we expect to close the gaps in maths and reading.

Transition events	All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19	<ul style="list-style-type: none"> • KS2 adventure days out to Chet & pumpkin picking for KS1 & Reception • Talking and drawing therapy to support children struggling as a result of Covid 	<p>£4150</p> <p>£675</p>	<ul style="list-style-type: none"> • These activities will help boost self-esteem, confidence as well as social skills such as teamwork and communication. It will allow staff and children to re-develop relationships and friendships after not being in school and more importantly boost well-being.
Supporting great teaching	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.	<p>Subject leader training days for foundation subjects - catch up</p> <p>Implementation of RWI in school to support phonics and reading in school in KS1.</p> <p>RWI training for all staff</p> <p>RWI resources purchased boots, sound cards, Get writing books, Ditty's, teacher kit.</p> <p>Phonics online</p> <p>Blue and white band reading books upper ks2</p>	<p>£500</p> <p>£6,480.43</p> <p>£157</p> <p>£405</p>	<ul style="list-style-type: none"> • Subject leaders disseminate to colleagues - Improved skills and knowledge of staff. Less gaps in learning • Improved phonic results in Year 1 & 2 • Progress in Reading accelerates termly to ensure pupils are able to access age appropriate learning materials
Interventions	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to	<ul style="list-style-type: none"> • IDL – Reading and Maths • RWI –Fresh Start intervention for Year5&6 • RWI intervention for Yr3&4 children 	<p>£837</p> <p>£224</p>	<ul style="list-style-type: none"> • By providing maths and reading catch-up interventions for identified children gaps will close

	one or in small groups, are likely to be necessary.			
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.	RWI books purchased for parents to use at home, Math, English and phonics workbooks for home learning to support parents	£1991,25 £945	<ul style="list-style-type: none"> • Close the gap in reading-children can continue to read at home. • Children can continue to learn at home even if school is closed.
Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	Depending on number of laptops provided by the Government we may purchase more technology for children to use in school for tutoring, interventions or at home when bubbles are closed.		<ul style="list-style-type: none"> • Vulnerable children have access to technology to enable them to access online learning when at home.
<ul style="list-style-type: none"> • Total spend up till March 2021 £18,943.23 				