



# COVID Catch-Up Premium Plan

## St Chad's Catholic Primary School

Summary information					
<b>School</b>	St Chad's Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16800	<b>Number of pupils</b>	210

### Guidance

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

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.	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of the progression of skills. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. This has been identified in our Assessment Gap Analysis. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in our initial assessments. Many pupils still accessed some form of maths at home through resources provided by the school.
<b>Writing</b>	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.
<b>Reading</b>	Children were strongly encouraged to access 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.
<b>Non-core</b>	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. These gaps have been identified and teachers have a strong understanding of which objectives need to be taught this year to ensure curriculum coverage through the whole Key Stage.

**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?
Subjects 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. Long and Medium Term plans highlight any gaps in prior learning.	Staff have completed initial assessments and gap analysis to identify the gaps in children's learning. These will then be taught to ensure that gaps are 'plugged' before building upon learning.	There will be an increase in the proportion of children who are at age related expectations – the use of NTS Assessment materials will be a measure for this.	All Teaching Staff	Spring 2021
Pupils get on – track to meet their end of Key Stage attainment in reading, writing and / or maths.	Additional small group teaching is provided to ensure the children who are at risk of not attaining to at least age related expectations.	More children achieve age related expectations at the end of the current year.	All Teaching Staff	Summer 2021
Children need emotional support to ensure their wellbeing following school closure and possible upheaval and bereavement.	Staff are being provided with specific bereavement training so that we become a Rainbows accredited school to support children.	Children's wellbeing is a top priority and they are well-cared for and given the skills to cope with issues they have faced.	Teaching Assistants	Summer 2021
				<b>£145</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	School will provide an additional qualified teacher to work across the school so that 1 to 1 and small groups teaching can be facilitated alongside quality first teaching with the class teacher.	The children identified will have increased rates of reading fluency and comprehension and be closer to achieving age related expectations.	MH / SC	Spring 2021
Identified children will have significantly increased rates of maths understanding in fluency, reasoning and problem solving. They will be able to recall essential maths facts to aide new learning and 'plug' gaps.	School will provide an additional qualified teacher to work across the school so that 1 to 1 and small groups teaching can be facilitated alongside quality first teaching with the class teacher.	The children identified will have increased rates of maths overall knowledge and be closer to achieving age related expectations.	MH / SC	Spring 2021
In RE and Non-Core subjects the key objectives from missed units of work are discreetly taught during the year to ensure National Curriculum coverage is achieved.	Staff have been given a recovery curriculum document which highlights the missed objectives which MUST be taught to ensure that all key National Curriculum objectives are taught during the Key Stage.	All of the National Curriculum and RE objectives have been taught during the Key Stage.	MH / SC All teaching staff	Summer 2021
				<b>£14,850</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
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.	A home learning package has been created through the use of Microsoft Teams and the purchase of CGP books for all children.	If school is closed children can still access the curriculum at home with support from teachers and teaching assistants.	MH / SC	On-going
An increased number of children can access online learning at home.	School takes part in the Vodaphone SIMs for school programme to provide more families with internet access at home.	More children are able to access online home learning.	MH / SC	On-going
				<b>£3,600</b>
<u>Summer Support</u> NA				
<b>Total budgeted cost</b>				<b>£18595</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16800</b>
			<b>Cost paid through charitable donations</b>	<b>£0</b>
			<b>Cost paid through school budget</b>	<b>£1795</b>