



St. Teresa's Catholic Primary Covid Catch-Up Premium Plan

Summary information					
School	St. Teresa's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,120	Number of pupils	208

Guidance	
<p>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.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support



Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>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 arithmetic assessments.</p>
Writing	<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.</p>
Reading	<p>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.</p>
Non-core	<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> 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>As identified in SMT meetings, the loss of structure during lockdown to children's writing, including the teaching of grammar has been evident. CPD and whole-school roll out of The Write Stuff approach will be implemented to support better writing outcomes.</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 subject release time. (£1000)</p> <p>Whole school purchase of The Write Stuff CPD, online access to units and resources. (£2,000)</p>		<p>VT</p> <p>KM</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u> 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>Purchase and implement the NFER Test-style Standardised Assessments suite. Complete termly tests and record assessments on NFER Hub to identify gaps and on Insight to track performance. (£3,000)</p>		<p>VT</p>	<p>July 21</p>
<p><u>Transition support</u> Poverty Proofing the school day post-COVID. Member of staff to lead on this training and implementation of changes/revisions in school procedures/practices to ensure all children receive the same curriculum/extra-curricular entitlement.</p>	<p>SLT member to receive one day training on Poverty Proofing school day. Selection of children across the school consulted and all staff to receive staff training on it. (£600)</p>		<p>VT</p>	<p>Ongoing</p>
Total budgeted cost				£ 6,600



ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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.</p> <p>Identified phonics and reading scheme books identified for children who need support.</p>	<p>A Reading Fluency Champion will be appointed to lead the project (Teacher) alongside a TA.</p> <p>(Boost Reading @Primary £350 +3x per week time allocation)</p> <p>£1,200</p>		EK	Feb 21 Feb 21
<p><u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p>(£1000)</p>		LY	July 21
<p><u>Extended school time</u> Identified children are able to access a weekly catch-up club. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>KS1, LKS2 and UKS2 phases will identify 10 children within the phase that require additional intervention. The cost of a teacher TA per club (x3 a week).</p> <p>(£)</p>		AJ	Ongoing
Total budgeted cost				£2,550 (+)



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.	Additional online learning resources will be purchased, such as Bug Club/Purple Mash to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. (Purple Mash -£2,520 for 3 years license + 2x 1.5 hours CPD -£840 per year) (Spelling Shed/Bug Club -£1,500)		KM	Feb 21
			SM/LH	Feb 21
<u>Access to technology</u> Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Children have better access to both curriculum and bespoke intervention support programmes through access to technology.	9x Chromebooks bought for teaching staff to use in terms of home/school provision and support. (£2,700) Purchase 30 Chromebooks, 2 trolleys. Chromebooks can now be used by the children to support the curriculum, as well as the before/after school intervention groups. They can also be lent to parents to support home-learning if needed. £9,000 (£2,930 paid through CC-UP + £6,070 from budget)		VT	Feb 21
			VT	Feb 21
<u>Summer Support</u> NA				
Total budgeted cost				£14,040
		Cost paid through Covid Catch-Up	£17,120	
		Cost paid through charitable donations	£	
		Cost paid through school budget	£6,070	