

Summary Information					
School	St Elizabeth's Catholic Primary School				
Academic Year	2020-2021	Total Catch-Up Premium	£29,680	Number of Pupils	371



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 Reception through to Y6.

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.

Should further funding be required for additional teaching and interventions then school plans to utilise any available Pupil Premium grant.

Use of Funds	EEF Recommendations
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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.

- 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

Identified impact of lockdown – Core areas – knowledge – skills – confidence.

Reading	Children accessed very little reading during lockdown. This may be due to many homes not having many books at home and therefore we have seen children regress in their fluency, interest and stamina. The gap has significantly widened for children who were less fluent in their reading before lockdown and those children that read widely. The lowest 20% are a real concern but we believe that reading across the school is a real priority, including developing a sense of reading for pleasure.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Writing stamina was a concern before lockdown and with little or no writing since March this has weakened their skills as a writer. Grammar, vocabulary and punctuation have also weakened leading to a lack of fluency in writing. Motivation to write is critical as well as developing confidence as a writer.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have missed the summer 2020 curriculum. Recall of basic skills has suffered – children are not able to recall number bonds, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Confidence in maths needs to be tackled and for children to enjoy being mathematical problem solvers.
Non- Core	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 many curriculum experiences and cultural capital e.g. trips, visitors.
Routines	Children are delighted to be back in school and responding well to the routines and structures with a growing thirst for learning. Some children have had very little structure at home during lockdown with little work completed. Some of these children initially struggled returning to the routines of school life. Attendance and punctuality have been very good.
Dispositions	Vast majority of children are pleased to be back in school and are dedicated to their learning. There is a great positivity around school and children want to do their best. There are no issues regarding behaviour or children's general well being.

This funding will be carefully planned and spent to readdress the balance/gap in our children's learning. We have identified where the biggest gaps are and we believe that reading and phonics are our priority areas. We are focusing on quality teaching and learning in all classrooms as well as providing interventions to narrow the gap.

Staffing is more difficult than usual with regular absences due to shielding and self-isolating. Some intervention may be difficult to deliver. For this reason we now plan to utilise some of the Catch Up funding to deploy extra staff in school to deliver some intensive interventions.

Our curriculum offer is reading, writing and maths intensive. We are promoting writing across the curriculum.

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 and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
Supporting Great Teaching Teachers will continue to deliver quality first teaching and following guidance and support from English and Maths consultants prior to returning lesson planning and lessons will reflect this.	There is a long established consistent approach to learning across the school supporting children to be resilient learners who feel empowered and enthusiastic towards their learning across the curriculum.		LD OS AS	July 2021
Teaching Assessment and Feedback Initial informal baseline assessments 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.	Use NFER termly tests and record assessments on curve to identify gaps and to track performance. From this interventions can be planned for.		LD OS	June 2021
Transition Support Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.	Transition was carefully planned to support our new starters. We regularly have children joining us at various times of the year and although the pandemic has made things difficult, we still carry out socially distanced meetings with new starters.		LD OS AS SE All	July 2021

<p>1-to-1 and Small Group Tuition Identified children will have significantly increased reading fluency. 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>Catch up Phonics Rec-Y2 focused daily programme Jan-Dec</p> <p>Sept- Dec focus on small group reading comprehension 1 day per week in classes Y1-Y6</p> <p>Sept- Dec focus on small group arithmetic 1 day per week in classes Y1-Y6</p>		ALL	July 2021
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ii) Targeted Approaches				
Desired outcome and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p>1-to-1 and Small Group Tuition Identified children will have significantly increased rates of reading fluency. 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 children will have significantly increased rates of maths fluency. They will be confident in arithmetic and dips in maths attainment will be negated.</p>	<p>From end of Sept, identified groups will be taken for intensive sessions in both Literacy and Numeracy in order to boost their basic skills and also their confidence. A teacher has been funded for this to work 3 full days per week across both key stages. We envisage this will run from September to July. Groups will be allocated by the teacher and there will be regular feedback and discussion between professionals, allowing for fluency within the groups in terms of participants and content.</p> <p>£24,150</p>		LD OS AS ALL	July 2021
<p>Intervention Programme All TA's will deliver targeted interventions as appropriate in each year group focusing on basic skills in Reading and Maths</p>	<p>Oct – July 21 Targeted interventions in place in each year group</p>		LD All TA's	July 2021

iii) Wider Strategies				
Desired outcome and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p>Supporting Parents and Carers Children will have greater opportunities to access learning at home. 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.</p> <p>Parents and children are well supported with learning, motivation and well being</p>	<p>Use of Twitter and website to set online work on various platforms so that children and families are confident in its use in case of self-isolation/lockdown. Training and advice made available to support parents.</p> <p>Additional online learning resources will be purchased to support learning. £2000</p> <p>Weekly phone calls and emails to check in with all families. Extra correspondence on Parentmail to keep in contact with all and provide further information re resources and FSM provision. £2000</p> <p>Hard copy home-learning packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £1000</p>		LD OS AS All staff	July 2021
<p>Access to Technology All children have good access to remote online learning if needed</p>	<p>Questionnaire to parents to gauge need for devices to support home learning.</p> <p>All staff check that children have appropriate technology and provide ipads where necessary.</p>		LD JC	Oct 2020 to Feb 2021

‘Living, Loving, Learning’