

Catch-Up Premium Plan

St Bernadette's Catholic Primary School

Summary information					
School	St Bernadette's Catholic Primary School				
Academic Year	2020-21	Catch-Up Premium Autumn term Catch-Up premium Spring term	£12,340 £16,040 Total funding £28380	Number of pupils	654

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	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
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. In particular the children have missed units of work in the summer term which would include geometry, data handling and some work involving fractions, decimals and percentages. Recall of basic skills has suffered – children are not able to recall basic facts including times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children have missed ‘units’ of learning in the same way as Maths, however this varies depending on the year bands. Many children did not do any writing during the lockdown period and now lack pace and resilience when 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.
Reading	Many children accessed reading during lockdown however we know that some children didn’t read at all. We have noticed that reading ages for many have not improved and for some they have regressed. We know that the bottom 20% of readers are now significantly behind the other children in their year band.
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 the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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>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><i>Purchase and implement the NTS Standardised Assessments suite. Complete termly tests and record assessments on spreadsheet to identify gaps and gain insight to track performance.</i> <i>£2409 for Spring and summer assessments</i></p>	<p>Unable to administer the spring term assessments as school was in lockdown for the majority of the term. However the summer term assessments were undertaken by all children from year 2 to year 6. Assessments allowed staff to see where the gaps in knowledge were in maths, reading comprehension and grammar.</p>	<p>CC and AC</p>	<p>July 21</p>
Total budgeted cost				£ 2409

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Small group tuition</u></p> <p>Identified children from a year band who are particularly behind the national expectations. Provide small groups tuition for these children over a 6 week period to focus on maths and English skills. By the end of the period, the children will have significantly increased rates of reading fluency and comprehension. They will also have gained a better understanding of place value in numbers and will be secure in the four operations. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>Recruit a high quality tutor to provide small group tuition three times weekly to a group of 15 children in year 3. (3825)</i></p>	<p>Groups of children were tutored in English and maths from year 3 throughout the Autumn term. Tuition took place before the school day, after the school day and during the school day. Improvements noted in children's fluency when reading and for some improvements in comprehension. A good level of understanding of the number system was noted in all of the children from the tutored groups.</p>	<p>ML</p>	<p>Dec 20</p>
		<p>In the summer term, children from Year 5 received tuition. There was a strong focus on developing</p>	<p>ML</p>	<p>July 21</p>

	<i>Recruit a high quality tutor to provide small group tuition three times weekly to a group of 15 children in year 5. (£9496)</i>	comprehension . Summer term results show that these children made good progress when compared to autumn term results.		
<u>Reading for pleasure</u> A significant number of children were not reading whilst at home in lockdown. In the summer term , after schools had reopened, it was noticeable that many of our younger children did not have access to books at home. Additional books purchased for school library to target and engage younger readers.	<i>School purchased a range of books that could be accessed by our younger readers. These supplemented to books that children were reading from the reading scheme used in school. (£3119)</i>	Pupil	LC CO'T	July 21
Total budgeted cost				£16440

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.	<i>Additional online learning resources will be purchased, such as Seesaw to support children working at home. (£2464)</i>	All children from Reception to year 6 used the Learning platform Seesaw to access online work throughout the lockdown period. All homework is set on Seesaw. Parent survey suggested parents were very satisfied with the online work that was set throughout the lockdown period.	AH	Jan 21
	<i>Families to be provided with laptops during lockdown so children can access online work provided daily. Software installed to allow school to check that the devices were being used for intended purpose. (£2475)</i>	92 laptops distributed to families. School was able to intervene if devices were being used to access inappropriate websites. Children safeguarded appropriately during this time and parents notified if inappropriate sites were accessed.	MA	July 21
<u>Summer Support</u> NA				
Total budgeted cost				£4939
Cost paid through Covid Catch-Up				£23788
