

# Catch-Up Premium Plan - St Wilfrid's Catholic Primary School

Summary information					
<b>School</b>	St Wilfrid's Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 18, 400	<b>Number of pupils</b>	229



## 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	Education Endowment Fund 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	
<b>RE</b>	Children are 'Worship Rusty' after a prolonged period of being unable to access formal and school led worship. Sacramental preparation was halted which has implications for both Year 3 and Year 4
<b>Maths</b>	Specific content has been missed, leading to gaps in learning. Recall of basic skills (KIRFs) has suffered. Children have had a variety of experiences in lockdown from being in school all of the time, part of the time or not at all. Most have engaged with home learning although some have not engaged fully. There has been a variety of levels of support for children from families. The children have engaged with their maths learning since returning to school.
<b>Writing</b>	There are gaps in SPaG knowledge which have led to a lack of writing fluency. The routine and practice of writing has been impacted with children not being used to sustain a longer piece of writing when not in school. Children have lost essential practising of writing skills. The more reluctant writers have been more affected and the gap has widened. Parental expectations of writing are lower than National Curriculum expectations.
<b>Reading</b>	Reading for enjoyment was widely used during lockdown and online reading resources were accessed. 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. Comprehension of texts and inference skills have suffered due to lack of practice.
<b>Non-core</b>	Whole science topics that are not revisited in the curriculum have been missed in addition to units where sticky knowledge is required in order to access science topics higher up the school. 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 including trips, Forest School and visitors.

Monies Received – Due to budget constraints money cannot be spent ahead of monies being received			
<b>Term:</b>	<b>Date Money Received:</b>	<b>Amount:</b>	<b>Focus of Expenditure:</b>
Autumn 2020	6.11.2020	£4,900.00 RECEIVED	Writing scheme, Maths resources, Teacher intervention
Spring 2021	Early Spring TBC	£ 5,780.00 PENDING	
Summer 2021	Early Summer TBC	£ 7,632.00 PENDING	

**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></p> <p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</p> <p>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><b><i>Pathways to Write from the Literacy Company: Catch up units for all year groups Full Pathways programme for all year groups Books to support the teaching</i></b> <b>(£ 2.075.42)</b></p> <p><b><i>Purchase full suite of White Rose Maths resources to aid staff in planning especially where teachers had taken their class to the next year group.</i></b></p> <p><b><i>Purchase additional resources for maths homework to target gaps in knowledge. Deepening Understanding -reasoning and problem solving I See Maths Reasoning and Problem Solving Catch up books</i></b> <b>(£ 430.57)</b></p>		<p>POH / MH</p> <p>MH / LR</p>	<p>July 21</p> <p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</p>	<p><b><i>Purchase of PUMA assessment papers closely aligned to White Rose Maths Scheme so that gaps are identified and addressed.</i></b> <b>(£ ?)</b></p>			
<p><u>Transition support</u></p> <p>All pupils will need support to transition back to school. However, there are particular challenges for pupils</p>	<p><b><i>Wellbeing resources and time given for small group sessions. TA intervention time Play therapy</i></b></p>			

starting a new school after the disruptions caused by Covid-19.	(£ ?)			
<b>Total budgeted cost</b>				<b>£</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>One to one and small group tuition</u></p> <p>High quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p><b><i>An experience teacher, known to the children to provide baseline assessments for targeted children and an intervention programme.</i></b> <b><i>Autumn – Reading, Spring – Maths and Summer - writing</i></b></p> <p style="text-align: right;"><b>(£ 1,113.00 )</b></p> <p><b><i>TA Interventions for phonics and reading (£ 1,220.57 )</i></b></p>		JMc	April 21  1
<p><u>Intervention programme</u></p> <p>To support pupils who have fallen behind furthest with structured interventions. A particular focus for interventions is English and Maths. Programmes need to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	<p><b><i>Interventions led by Tas such as Word Wasp and ?</i></b> <b>(£?)</b></p>		JMc          MD	July 21
<u>Extended school time</u>				

N/A				
<b>Total budgeted cost</b>				<b>£</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>
<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.  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 style="text-align: right;"><b>£</b></p> <p><b><i>2-day home-learning paper 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.</i></b></p> <p style="text-align: right;"><b>£500</b></p>		JMc	April 21
			AB	April 21
<u>Access to technology</u>  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. 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.	<p><b><i>Additional online learning resources will be purchased, such as ensuring IT equipment is suitable for Home Learning</i></b></p> <p style="text-align: right;"><b>(£)</b></p>		JMc	April 21
			AB	April 21
<u>Summer Support</u> NA				

	<b>Total budgeted cost</b>	<b>£ 5,400.00</b>
	<b>Cost paid through Covid Catch-Up</b>	<b>£ 4,900.00</b>
	<b>Cost paid through school budget</b>	<b>£ 500.00</b>