

Catch-Up Premium Plan

Summary information					
School	St Clare's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£22,400	Number of pupils total	280

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
<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	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'. 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.
Writing	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.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was slightly 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. The bottom 20% and those who don't speak English at home have been disproportionately affected.
Non-core	There are now gaps in knowledge – whole units of work have not been taught in the way that would usually, meaning that children may be 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)
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Planning to include starter questions (revision) and end of topic assessments.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports the CPA (Concrete, pictorial and abstract) method of teaching.</p> <p>Children in Year 3 and 4 taught in Year groups specific classes for Reading, Writing and Maths to support better progress and address gaps in knowledge.</p> <p>Additional teaching assistant in EYFS (mornings) to support transition. Children become focused and ready to learn more quickly.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time for subject leaders to support all curriculum areas. Equivalent to 5 full days</p> <p style="text-align: right;">(£1000)</p> <p>Purchase additional manipulatives for Maths such as base ten and place value counters. Additional whiteboards also purchased to support small groups.</p> <p style="text-align: right;">(£400)</p> <p>Costs for 3 additional staff for 1 hour 4x week (total cost for 25 weeks £12,000) £4,000 taken from this budget</p> <p>Additional cost of LK (mornings only) £5250 to be spent from notional SEN budget</p>	
		Total budgeted cost
		£18,650

ii. Targeted approaches

Desired outcome	Chosen action/approach	Number of children/Year group	Impact (once reviewed)
<u>1-to-1 and small group tuition</u>	<p>NELI (staff time to be costed)</p> <p>ALS (staff time to be costed) HLTA support on a 1:6 basis</p> <p>EAL (staff time to be costed) TA support on a 1:2 basis</p> <p>National Tutoring Programme</p>	<p>4 ½ for 20wks £1642.50 all children screened 5 children chosen</p> <p>3hrs for 15 weeks £812.25 12 children</p> <p>1.5hrs per week for 25wks £532.88 2 children</p> <p>FFT Lightning Squad Year 1 – 4 40 children working on a 1:4 ratio over 7wks £2200 ABC Teachers</p>	<p>March 2021 start (delayed due to lockdown 2)</p> <p>March 2021 start (delayed due to lockdown 2)</p> <p>On-going Autumn term/Summer term</p> <p>Start April 21 (delayed due to 2nd lockdown) Summer term start?</p> <p>Start March 21 (delayed due to 2nd lockdown)</p>

	Beanstalk story starters programme	21 children from Y4 to Y5 supported with Maths 1hr per child/ per week (15rs) working with a 1:3 ratio £1170 £130 per child for 3 children from Reception (1hr per week for two terms) £390 for whole yr provision	Spring term - no visitors in school
<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.	Reading Plus (package costs/ staffing costs) 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). Children screened during wk beginning 8 th March. 4 30mins sessions for the 4wks of the Spring 2 term. Encouraged to use at home in addition.	~£8000 for 3 years (£2650 per year) but if we want it for 1 yr £6000 (so this is what has been taken from this budget), topped up by other funding	1 class trial during the Autumn 2 term Staff training 10 th March – positive feedback
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated.	Internal staff funded to plan and teach small groups of children (6 - 10) for 8 weeks.	5 teachers 1hr per week for 8weeks £1400 Minimum of 30 children (5 groups of 6)	Summer term start due to the 2 nd lockdown Parents are supportive of the club and understand the identification process.
Summer holiday provision for Nursery and Reception starters	<i>2hrs per day for 1 week of the summer holidays as an introduction to school – allowing children and parents to become familiar with the setting and facilitate a quicker and smooth transition into school</i>	12 hours per week to facilitate setting up time. 4 practitioners per session Up to 40 children with parents invited. ~£1500	Proposal only
			Total budgeted cost
			£17,647.63

iv. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)
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<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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>Additional online learning resources will be purchased, such as Floppy Phonics to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. £200 Spelling Shed/£139 White Rose /£150 Floppy Phonics £489 total</p> <p>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £200</p>		
<p><u>Access to technology</u></p> <p>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. Headphones</p> <p>Internet provision for some families for 6 months to support home learning and on-going homework to reinforce the learning at school.</p> <p>Laptop or tablets provided to families in need.</p>	<p>Webcams – £55 (10)</p> <p>Headphones – £53 (30 headphones)</p> <p>Replacing losses – contingency - £555.37</p> <p>BT provided free access for families until July 21 Data dongles provided by DfE</p> <p>Donate to schools though the DfE scheme and through school partnerships such as Handsworth Association (£250 per day for additional IT support – total £500 from existing school budget)</p>	<p>10 Samsung tablets from HAOS 77 laptops from DfE</p>	
		Total budgeted cost	£1852.37 + laptop and tablet costs
		Total overall cost	£38,150 + laptop and tablet costs
		Cost paid through Covid Catch-Up	£22,400
		Cost paid through charitable donations	Laptop and tablet costs
		Cost paid through school budget	£15,750