

# Catch-Up Premium Plan St. John's Primary School 2020-2021



## Summary information

<b>School</b>	St. John's Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£13,200 Received so far £3860.	<b>Number of pupils</b>	171

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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.

We have received the first portion of catch up funding, £3860, for our children (£80 per pupil). The intention was to use this funding to provide additional hours to our part time PPA teachers, to come in to school to work with children 1-1 and in small groups. This cost would be met 100% through catch up funding.

We were then introduced us to the NTP (National Tutoring Programme), which is an additional form of funding available through the government. Our PPA teachers have signed up as tutors with exclusive use at our school. This cost would then be met by 25% catch up funding and 75% NTP funding. This therefore means we can make more use of the funding and offer more hours for the children. Each child is entitled to 15 hours through NTP funding, but any additional requirements can be met by the remainder of our catch up funding.

## Use of Funds

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](#).

## EEF Recommendations

These are the recommendations from the Education Endowment Foundation that we have chosen to invest in:

- Teaching and whole school strategies
  - Supporting great teaching
  - Pupil assessment and feedback

<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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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>	<ul style="list-style-type: none"> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>
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**Identified impact of lockdown**

<b>Maths</b>	<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 as well as being able to answer more complex word problems and calculations.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills.</p> <p>GPS specific knowledge has suffered, leading to lack of fluency in writing.</p> <p>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. We are using Letter-join to focus on handwriting across the school.</p>
<b>Reading</b>	<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.</p> <p>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. Reading comprehension in KS2 and Phonics in EYFS and KS1 needs to be a focus.</p>
<b>Non-core</b>	<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>
<b>Wellbeing</b>	

	<p>Children have returned to school in a positive frame of mind. Those children who require support will be seen by our learning mentor. As we had our listening@ email during lockdown, we have been able to speak with families and identify those children who might need extra support prior to the full reopening of schools.</p>
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**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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects 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>Teachers will continue to support all children especially those with special educational needs and those who are disadvantaged.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p><b><i>Time allowed for subject release, ensuring coverage and catch up.</i></b></p>		<p>MH/RC</p> <p>KF</p>	<p>Summer 21</p>
<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><b><i>To continue to use Whiterose for maths.</i></b></p> <p><b><i>Writing moderations.</i></b></p> <p><b><i>Use PIRA and PUMA tests to monitor where the children are and what gaps we are seeing in both reading and maths across the school.</i></b></p>		<p>RC/MH/CS</p>	<p>Spring/ summer 21</p>
<p><u>Transition support</u></p> <p>Children who are moving up to be taught by new teachers or who are beginning their schooling at St John's have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Provision for well-being on return to school.</p>	<p><b><i>A virtual tour has been made to advertise the school and is on the school website. Individual teachers produce transition videos to introduce themselves and their expectations to smooth transition.</i></b></p> <p><b><i>Provision of a Fegans' counsellor to be arranged.</i></b></p> <p><b><i>Learning mentor to support those children identified.</i></b></p>		<p>RC/SP</p> <p>KF/KB</p>	<p>Ongoing</p>

**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 will have significantly increased rates of reading fluency, stamina for writing and fluency in maths.</p>	<p><b><i>Additional hours provided with catch up teachers to support those identified children by class teachers. Appropriate lessons resourced and supplied for those covering these sessions. Purchase of any additional resources needed for these sessions.</i></b></p>		<p>SC/MB</p>	<p>Spring/ Summer 21</p>
<p><u>Intervention programme</u></p> <p>Identified children, across the school, are supported to develop their skills further in reading, writing and maths.</p>	<p><b><i>Appropriate interventions are provided by teachers / LAs to work with small groups Catch up teachers to focus on need across the school.</i></b></p>		<p>RC/SC/MB</p>	<p>Termly</p>
<p><b>iii. Wider Strategies</b></p>				
<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><b><i>Children to have access to Mathletics and Spellodrome for online maths and spelling programmes.</i></b></p> <p><b><i>Printed paper versions of home learning are provided as and when required to support families at home. Any home learning packs needed will also be delivered if necessary.</i></b></p>		<p>RC/SP</p> <p>RC/SP</p>	<p>Jan 21</p> <p>Ongoing</p>
<p><u>Access to technology</u></p> <p>During time spent in isolation for medical reasons or due to partial/full school closure, children will be able to access online learning remotely. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><b><i>All staff to have laptops with cameras to be able to film pre-recorded videos when necessary for remote learning.</i></b></p>		<p>All staff</p>	<p>Ongoing</p>