

Catch-Up Premium Plan for St Francis' Catholic Primary School



CATCH UP PREMIUM

Summary information

School St Francis' Catholic Primary School, Caterham					
Academic Year *£18,295 paid within this financial year (2020-2021) *£13,065 paid in the next financial year (2021-2022)	Academic year 2020-2021	Total Catch-Up Premium	£31,360.00	Number of pupils	392

Guidance

As a result of coronavirus (COVID-19), children across the country have had their education disrupted since March 2020. Vulnerable children and those from disadvantaged backgrounds, in particular, may have extra challenges when returning to school. 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. 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.

Our school has considered the EEF Guidance on the Catch-Up Premium when compiling this plan. The Catch-Up Premium will be used for specific activities to support pupils to catch up for lost teaching, in line with the guidance on [curriculum expectations for the next academic year](#). Our decisions on how to use the funding were also guided by our school's vision and our determination to ensure all our children "catch-up" while we continue to provide a broad and balanced curriculum and support the children's well-being as we do not want Covid-19 to adversely affect any of our children's academic or emotional development.

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

The EEF advises the following:

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

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.

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 since March 2020

Maths

Specific content within our *White Rose Maths Mastery Programme* has been missed during the Lockdown, leading to gaps in learning. This was identified, too, by the Summer PUMA assessment all pupils did in September, once they were back. Children still enjoy Maths, although recall of some basic skills has suffered, eg some children are not able to recall addition facts and times-tables, and some have forgotten once taught calculation strategies.

Writing

Children have lost essential practising of writing skills, leading to lack of fluency and accuracy 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 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.

Phonics

Teachers in YR and Yr1 delivered pre-recorded phonics lessons throughout Lockdown and this was positive in keeping children from falling too far behind, but some slippage was inevitable. Code knowledge assessments were completed and interventions were put in place quickly on return.

Curriculum

Whilst teachers maintained teaching the foundation subjects during lockdown, the content was not learnt as deeply as it would have been in school. There are 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 eg trips, visitors and powerful curriculum moments. Year groups missed their residential trips which contribute so much to well-being and to the social-emotional development of the children.

We have used the tiers to support our decision-making around how we spend our Catch-Up Premium.

TIER 1 : TEACHING

1. Completion of the School Vision and Mission Statement Review (begun pre-COVID): Intent, Implementation & Impact
2. Curriculum reviewed and planned in order to manage a broad and balanced curriculum, as far as practicable, within the school's 'Year Group Bubbles' and with limiting staff movement between bubbles
3. *Talk for Writing* introduced - *Talk for Writing* Inset, Planning and Implementation
4. Continued focus on vocabulary acquisition: WOW words, spellings
5. Re-establish Subject Network Meetings – Paradigm and Schools Alliance for Excellence
6. Book Statutory EYFS, Yr2 & Yr6 CPD sessions
7. Writing Assessments in Autumn 2, when *TfW* has begun.
8. Yr2 Phonics Screening (2019 paper)– end November 2020
9. Remote Learning in the event of a bubble closure or National Lockdown.
10. Introduction of Knowledge Organisers – linked to supporting the curriculum areas
11. Trips & Visitors: review for the Spring Term
12. Introduce Microsoft Classrooms for Remote Education and future learning
13. RSE Review and consultation
14. School Improvement Partner Support Visit
15. YR Tapestry introduction to assist Transition in COVID times
16. Maths Lead session with NQTs on Maths Mastery
17. More senior TAs sent on Maths intervention course
18. Annual Transition Meetings: YR/Yr1 Transition : to complete the ELGs, Y1/Y2: to support Phonics, Y2/Y3: to support all areas of the curriculum
- 19.

TIER 2 : TARGETTED APPROACH

1. Toe-by-Toe interventions in Yr2 and Yr3
2. Precision Teaching for English across all years
3. Project X groups established in Yr2 and Yr3
4. Participation in the Nuffield Early Language Intervention Programme (NELI)
5. Phonics Intervention Groups for Yr1 and Yr2 established, based on the code knowledge checks. Additional teacher employed for these
6. Phonics – Code knowledge checks. Teachers released week 16th November by TAs to do screening
7. Reading Book Band checks
8. Reading (and comprehension) interventions led by TAs across all years
9. SPAG interventions led by TAs in Yr6
10. Baseline PUMA and PIRA (Maths and Reading) – Summer 2 previous year tests. Analysis to identify initial gaps
11. Phonics interventions in Yr3 – the children who had not passed
12. Booster Writing sessions in Yr5
13. Daily handwriting intervention in Yr1
14. Maths interventions across all years
15. SALT interventions in Yr1 and Yr3

TIER 3 : WIDER STRATEGIES

1. Primary Mental Health Worker – working with specific children
2. ELSA – working with identified children; second one trained up
3. Head Boy & Head Girl and School Council: roles and responsibilities re-established
4. School Council Pupil Voice held
5. Weekly Care Plan Meetings – safeguarding and well-being focus
6. Treetops Wrap Around Care
7. Monitoring Attendance
8. After School Clubs – in Year Group Bubbles
9. Zumos (Well-being Programme) training for all staff

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

1. Tier 1 - Teaching (& whole school approaches)

Desired outcome	Chosen approach and <u>anticipated cost</u>	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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them: eg: manipulatives are accessed regularly in Maths and this supports children with learning.</p>	<p><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></p> <p style="text-align: right;">(£1711)</p>	<p>SLT Subject Leads Maths Lead (Sally)</p>	<p>Dec 2020 & Termly</p>
<p><u>Talk for Writing Inset</u></p> <p>All Staff had Tfw training on 9th October and 12th October as part of a longstanding plan to improve Writing across the school. Writing and vocabulary development, where children enjoy and are inspired to write.</p>	<p>Cost: books to support planning units of work</p> <p style="text-align: right;">(£600)</p>	<p>English Lead (Rebecca)</p>	<p>Termly</p>
<p><u>Reading and Maths Assessment and Gaps Analysis (PUMA & PIRA)</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>Purchase PUMA & PIRA test papers.</p> <p>Complete a baseline in Autumn 1(September) and then continue with the termly tests and record assessments on the Rising Stars Gaps Analysis tool to identify gaps.</p> <p>Update Insight to track performance on PUMA and PIRA against the Teacher judgement.</p> <p style="text-align: right;">(£5,815)</p>	<p>English Lead (Rebecca) Maths Lead (Sally) All Teachers</p> <p>Assessment Lead (Nanda) Phase Leaders</p>	<p>Dec 2020 & Termly</p>
<p><u>Annual Transition support: new YR</u></p> <p>Children who are joining Reception Classes have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Additional time is made to cover the teachers prior to the normal staggered opening, so that they can have a virtual meeting with the parents of the new starters so that the child is confident in joining the school</p> <p>Introduction film with Headteacher available on website; new families will be signposted to it</p> <p style="text-align: right;">(No additional costs)</p>	<p>EYFS Teachers(Leah & Laura)</p>	<p>Dec 2020</p>
<p><u>Annual Transition support: Yr1 - Y2 and Y2 to Y3</u></p> <p>Children who are moving to Yr1 Classes have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Annual Transition meetings</p> <p>YR teacher moved up to Yr1 with children: ELGs Focus</p> <p>Y1 to Y2: Transition support particularly for Phonics</p>		<p>Dec 2020</p>

	Yr2 teachers moved up to Yr3 with pupils to assist with all curriculum areas <i>(No additional costs)</i>	Yr1 Teachers (Maria, Sarah & Adam)	
Total budgeted cost: £ 8126			

2. Tier 2 - Targeted approaches			
Desired outcome	Chosen action/approach	Staff lead	Review date
<u>Annual & Specific Support for Children via the School's ELSA</u> Children who experience levels of anxiety on return to school will be supported by the ELSA/s	<i>Extra time for counselling</i> <i>Increased ELSA costs</i> <i>(ELSA Costs: £8,168)</i>	ELSA (Penny) SENCO (Lorna)	Termly
<u>Across the School - 1-to-1 and small group intervention - targeting gaps</u> Phonics & Reading: 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. Maths: Led by Teachers and TAs as appropriate	<i>Additional release time and training to support the delivery of the reading fluency project.</i> <ul style="list-style-type: none"> • <i>Teacher Intervention KS1: £2,399 – for 1 academic year</i> • <i>Interventions across academic year Teacher/TA costs £34,100 – for 1 academic year</i> 	Adam	December 2020 Feb 2021 July 2021
<u>Intervention Programme: Number Sense</u> An appropriate Numeracy intervention – Number Sense supports those identified children in reinforcing their understanding of basic Maths skills and application of number.	Number Sense training – costs via Paradigm. <i>An intervention is identified and purchased. Staff in KS1 and KS2 are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). They will train other TAs to do the same.</i> <i>(£1,015)</i>	Maths Lead(Sally) Angela & Sarah B	From start of programme to July 2021
<u>Intervention Programme: YR: Nuffield Early Literacy Improvement Programme (NELI)</u>	Participation will improve early language through small group and 1:1 focused intervention. <i>(£2,052)</i>	Release Leah & Laura to assess SENCO	July 2021
Total budgeted cost: £47,734			

3. Tier 3 - Wider Strategies			
Desired outcome	Chosen action/approach	Staff lead	Review date
<u>Supporting Children's Well-being</u>	<ul style="list-style-type: none"> • <i>Zumos Programme: Accessible at home and in school</i> • <i>Clubs in Bubbles as allowed by Covid restrictions</i> 	Mrs L Dommatt	December 2020 July 2021

	<ul style="list-style-type: none"> • Support via School's allocated Primary Mental Health Professional • Support via the School's ELSAs (see Targeted Support in Tier 2 above) <i>(No additional costs)</i> 		
<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. Children have access to 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>Microsoft Classrooms: Training Teachers and TAs Costs Online Learning Resources: to support children learning at home. such as Times Tables Rockstars Education City & Purple Mash will be purchased so that children can use these at home. Additional Purchases:</p> <ul style="list-style-type: none"> • White Rose Maths Hub elevated access paid for so this could be shared with Parents. • Tapestry for YR from Sept 2020-21 <p>Home-learning paper packs are printed and ready to distribute for all children. <i>No additional cost, as less printing for classroom resources.</i></p> <p>(£2,259) <i>(excludes £2.171- our normal school licence costs for the platforms)</i></p>	Mrs L Dommett Mrs Mills	December 2020 July 2021
<p><u>Access to technology</u></p> <p>Children can access additional devices at home in the case of lockdowns, or in school.</p> <p>Also enables devices to be rotated and used through discrete teaching, supported intervention and independent online activities.</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.</p>	<p>Devices to be used to further support online access to resources.</p> <ul style="list-style-type: none"> • DfE allocation = 11 • DfE allocation = 8 • SCC Chrome books = 27 • SVP/Church = 3 • Caterham School reconditioned devices = 3 • Community (Rotary) reconditioned devices = 3 <p>Total for school: 55</p> <p><i>No additional costs: devices were provided directly and set up costs completed in school by the School's IT Staff</i></p> <p><i>This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></p> <p>(To date £2,968)</p>		Termly, or as necessary if in Lockdown
Total Tier 3 Wider Strategies £5,227			
Total budgeted cost: £61,087			
Cost paid through Covid Catch-Up: £31,360			
Cost paid through charitable donations and other grants (including DFC): £3,178			
Cost paid through school delegated budget: £26,549			