

St. Anne's Catholic Primary School

Catch-up Premium Plan

2020-2021

Catch-up Premium

2020 – 2021

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 who are the 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. Schools will receive the funds in three instalments spread across the year.

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.

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 that funds be spent as following:

Teaching and whole school strategies	Targeted approaches	Wider strategies
Supporting great teaching	One to one and small group tuition	Supporting parent and carers
Pupil assessment and feedback	Intervention programmes	Access to technology
Transition support	Extended school time	Summer support

Summary information

School	ST. ANNE'S CATHOLIC PRIMARY SCHOOL				
Academic Year	2020-21	Total Catch-Up Premium	£21,360	Number of pupils	267

Identified impact of lockdown

Maths	<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 – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments</p> <p>The ability to solve extended problems (varied fluency) has also been diminished</p> <p>Evidence: Ongoing teacher assessment (formative) and NFER test outcomes undertaken in December (summative)</p>
Writing	<p>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.</p> <p>Evidence: Ongoing teacher assessment (formative)</p>
Reading	<p>Some children accessed reading during lockdown more than any other subject. This is something that was more accessible for some families and required less teacher input. However, many of our younger children have 'early reading' gaps and 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% of readers have been disproportionately affected by the lockdown</p> <p>Evidence: Ongoing teacher assessment (formative) and Phonics/RWI assessments, NFER test outcomes undertaken in December (summative)</p>

Identified impact of lockdown

Non-core	<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.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Evidence: Ongoing teacher assessment (formative) both at the start of and during units of work</p>
Learning skills/ dispositions	<p>The majority of children lack resilience and stamina in completing tasks, across all subjects. Independent thinking and learning skills will need to be a re-focus throughout as part of good teaching.</p> <p>Evidence: Observations and outcomes in books.</p>
Personal Development and Wellbeing	<p>A small minority of children have returned with poor attendance and/ or punctuality; wanting to continue with activities undertaken while on national lockdown, and not valuing or recognising the need to be in school.</p> <p>Evidence: Absence and punctuality records, missed learning, observations, one-to-one conversations with named children</p>

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

Teaching & Whole-School Strategies

Desired outcome	Chosen approach and anticipated cost	Impact	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 resource, Science and foundation subject resources have been purchased to further enhance learning.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (£1000)</p> <p>Purchase additional Science/foundation subject resources (£1000)</p>	<p>Ongoing- due to closure of school and remote learning.</p> <p>Ongoing- Purchased and used additional resources, having enhanced provision and impact seen during Autumn term on engagement.</p>	<p>HT/Cur Lead</p> <p>Maths Lead</p>	<p>End of Yr.</p> <p>End of Yr.</p>
<p>Impact: End of year 2020-2021</p> <p>Additional time give for subject leaders to monitor foundation subjects, knowledge gaps identified and planned for during summer term- use of assessment sheets have identified key gaps in learning for 2021-22 year. Resources have been used effectively and evident from monitoring demonstrates impact of resources to secure learning. Monitoring across foundation subjects identified strengths and children's use of specific vocabulary and recall of prior learning, particularly with KS2 children. Transition meetings have ensured new class teachers have clear understanding of gaps and prior learning.</p>				
<p><u>Gaps in phonological knowledge</u></p> <p>Teachers have a very clear understanding of what gaps in phonics remain and use this to</p>	<p>Purchase of additional phonics resources (£800)</p>			

inform small group/additional one-to-one sessions to plug gaps in learning, fluency and application of phonics skills. Particularly, LKS2 children who have missed chunks of KS1 teaching.	Teacher release time for 121/small group sessions and assessments (£3000)		HT	End of Yr.
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Impact: End of year 2020-2021

Additional sessions have been planned and delivered by additional staff, following ongoing assessments to target key children and gaps during summer term and beyond. Additional books and resources purchased to support group work and home reading. Assessments taken place in March show average 25% of each year group (R-Y2) regressed, 47% stayed at same point since returning to school. AT the end of the year 32% of Y1 passed mock PSC with further 32% on track to pass in Autumn term. This shows clear impact of additional investment in phonics which will continue into next year with Phonics Lead driving this forward.

Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact	Staff lead	Review date
<p><u>Transition support</u></p> <p>Children who are struggling to return to school routines and expectations will;</p> <ul style="list-style-type: none"> • Have improved attendance and punctuality, • Improved behaviour, • Stronger learning skills/ dispositions and • a positive self-image and sense of 'self' 	<p>Purchase SLAs for traded services such as CAMHS (Seedlings), Mental Health Trailblazer Programme. (£1500)</p> <p>Engage with local projects such a Shy Lowen Pony Sanctuary (£1000)</p> <p>Learning Mentor timetabled sessions for one to one work with individual children and families. (£2000)</p>		DHT	End of Yr.

	Educational Welfare support (£1000)			
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Impact: End of year 2020-2021

Additional access to counselling sessions has enabled 9 children to receive support, impact has been positive both from behaviour and wellbeing at home and in school. This has also strengthened family links and support networks. Learning mentor time has been used effectively to support UKS2 children with transition to secondary schools and supporting families with appeals/paperwork for Y7. This has again had a positive effect on emotional wellbeing for families, with support given to facilitate online transition sessions for groups and individual with new settings. Gardening, litter picking, games area during KS2 play/lunch times has also positively impacted on welling and behaviour. Children will actively seek out these opportunities rather than escalating behaviour.

Targeted approaches

Desired outcome	Chosen action/approach	Impact	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u></p> <p>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.</p>	<p>Additional release time to support additional small group reading sessions/interventions across Ks1 and Ks2. (£2500)</p>		<p>CK& class teachers</p>	<p>End of year</p>

Impact: End of year 2020-2021

Whole class reading scheme has impacted positively across the school, children have access to a wider range of text types and are more engaged in reading. Pupil voice demonstrates their love of a variety of texts, particularly whole class reading choices. Reading routines are established across the

school and children are explicitly taught reading skills. Teaching of phonics in small groups up to Y3 has also helped to develop reading fluency and confidence. Remote learning reading opportunities and online opportunities continued to support a love of reading at home.

Intervention programme

An appropriate intervention, such as First Class at Number, Nessie, Third Space Learning, supports those identified children in reinforcing their understanding of basic maths skills and application of number; particularly in EYFS.

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). (£4000)

MW/CK/
SM

July '21

Impact: End of year 2020-2021

NELI project identified children at risk of delay with language development and prioritised children for intervention sessions. NELI programme successfully introduced to small group work/individual children. All identified children made good progress despite the programme being halted due to lockdown. Staff shortage/absence/isolation (COVID & other) impacted on number of sessions/programme delivery following return after lockdown. NELI programme partially completed to be continued into Year 1. The introduction of 'Number Stack's intervention program (with a clear starting and exit point/data) in different year groups with small groups during Spring/Summer 2021 has impacted on individual progress, this will continue to be embedded across more staff and year groups to further impact.

Early Communication

Improvement in early communication and language skills in our youngest children (Nursery and Reception).

NELI project training and implementation, including cost of supply cover and specific adults to lead and deliver sessions (£2000).

HANEN project training, cost of resources, supply cover and adults to deliver sessions (£1000).

JC/HT

July 21

Impact: End of year 2020-2021

Both NELI and Hanen project have been successfully implemented into school, this has impacted on early communication skills of our youngest children. Evidence from external partners have demonstrated the progress made in both individual's and with environmental changes. Staff are highly skilled in engaging younger children in language and communication and in modelling earliest language skills. This will continue to be used and embedded into next academic year.

Wider Strategies

Desired outcome	Chosen action/approach	Impact	Staff lead	Review date
<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 to support children's learning at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. (£1500)</p> <p>2-week 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. (£1800)</p>	<p>School closure and only open for KVV children, so paper packs/resources for SEND children have been used and impact is demonstrated in the increasing numbers of engagement spring term.</p>	<p>Subject leaders</p> <p>Teachers and SMT</p>	<p>Feb '21</p> <p>Following each bubble closure</p>
<p>Impact: End of year 2020-2021</p> <p>Paper packs followed the same lessons and resources as those being taught through Google Classroom and there was consistent coverage. This was monitored by our Remote Education Team. Regular contact was kept with parents through text and email service and through Learning mentor and teacher telephone contact.</p>				

SEND resource package purchased to support individual learning needs, TTRS, Spelling Shed etc were used to support learning. Devices distributed when necessary to support home learning, engagement increased week on week with majority of children accessing learning (online/paper packs) weekly and daily.				
<p><u>Access to technology</u></p> <p>During the catch-up school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p>Purchase additional devices/IT equipment/ associated wifi dongles etc. Extend SLA with Liverpool IT services for management/support. (£2500)</p>	<p>Ongoing- additional devices/cases/supporting resources/technical time have been purchased to continue to support remote education.</p>	<p>MR</p>	<p>Jul '21</p>
<p>Impact: End of year 2020-2021</p> <p>Extra digital devices enabled further families to access home learning during lock down and feedback from parents shows how this supported daily access to Google Classroom. A large number of families regularly also attended twice weekly assemblies to continue to maintain communication and be involved in school life and the school family.</p> <p>Recorded videos enabled EYFS children to participate at their most convenient times and avoided missing live lessons - this was a relief for parents/carers who had several children sharing a device.</p> <p>Support and training given to staff to support digital working, and to support parents with their access at home. These additional devices can now be used in school and available for families working/isolating at home easily.</p>				
<p><u>Summer Support</u></p> <p>N/A</p>	<p>N/A</p>			

Total budgeted costs	
Teaching & Whole-School Strategies	£11,300
Targeted approaches	£9,500
Wider Strategies	£5,800
Total cost	£26,600

The total approximate cost of planned expenditure exceeded the Catch-up premium allocated to school by £5240. The remainder of monies needed to fund this plan will be drawn down from the DSG. (Delegated Schools Grant).