

St. Anne's Catholic Primary School

Catch-up Premium Plan

2021-2022

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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 2021-2022 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/year, in line with the guidance.

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	2021-2022	Total Catch-Up Premium	£18,995.00	Number of pupils	243

129 Eligible pupils for funding allocation

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 end of year and ongoing 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 taken at end of 2020-21 academic year. (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 at end of academic year 2020-21 (summative)</p>

Identified impact of lockdown	
Non-core	<p>There are still 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, ongoing assessments.</p>
Learning skills/ dispositions	<p>The majority of children did 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 and scaffolded support from other adults within the classroom.</p> <p>Evidence: Observations and outcomes in books.</p>
Personal Development and Wellbeing	<p>A small minority of children did return to school 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. Through support from school this has improved and school continues to support some target families with attendance.</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>Foundation subject resources to be purchased to further enhance learning.</p>	<p>Additional time for teachers to monitor/provide CPD and continue to address gaps in knowledge/learning. Release time and additional cover will be required to facilitate the additional PPA. (£1000)</p>		HT/Cur Lead	Ongoing
	<p>Purchase additional Science/foundation subject resources (£1000)</p>		Subject Leaders/ Curriculum Lead	End of year

Impact: End of year 2021-22

<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 inform small group/additional one-to-one sessions to plug gaps in learning, fluency and application of phonics skills.</p> <p>Increase in attainment in phonics and evidence of increased fluency in reading and literacy skills across KS1</p>	<p>Purchase of additional phonics resources (£800)</p> <p>Phonics Lead subject release time for 121/small group sessions and assessments (£5000)</p>		<p>Phonics Lead</p> <p>HT</p>	<p>End of Yr.</p>
<p>Impact: End of year 2021-22</p>				

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 with routines and expectations will;</p> <ul style="list-style-type: none"> Have improved attendance and punctuality, 	<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>DHT</p>	<p>End of Yr.</p>

<ul style="list-style-type: none"> Improved behaviour, both in class and outside during free play. Increase in self-regulation strategies and awareness of self when making choices and behaviours. 	<p>Learning Mentor timetabled sessions for one to one work with individual children and families. (£2000)</p> <p>Educational Welfare support (£1000)</p> <p>Zones of Regulation scheme and Thrive (£1000)</p>			
Impact: End of year 2021-22				

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>Effective use of Teaching Assistants across the school to support scaffolding and access to mastery approach and the curriculum. (£1500)</p> <p>MITA project involvement (whole school involvement)</p>		<p>CK& class teachers</p> <p>DHT</p> <p>HT</p>	End of year

Impact: End of year 2021 -22				
<u>Intervention programmes</u> An appropriate intervention, such as First Class at Number, Nessie, Number Stacks, Hanen, SLT, 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)		HT SLT Teachers	End of yr.
Impact: End of year 2021 -22				
<u>Early Communication</u> Improvement in early communication and language skills in our youngest children (Nursery and Reception).	Dedicated S and L assistant staff member employed to work with targeted children, small groups within EYFS and across KS1 (£2000). Early communication project implementation following training last year (Hanen) and		HT SLT	July 21

	assessments of EYFS children to support early identification of need (£1000).			
Impact: End of year 2021-22				

Wider Strategies				
Desired outcome	Chosen action/approach	Impact	Staff lead	Review date
<u>Supporting parents and carers</u> Children and families will be supported through their home language and links to the wider community strengthened. 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. Learning mentors to continue to strengthen links with families and support home learning	EAL links with LCC, EAL team to revamp on-entry assessment and procedures for EAL children and families. (£1000) paper packs are printed and ready to distribute for all children who need remote learning. Online use of Google Classroom encouraged and devices provided where necessary. (£1800)		Subject leaders Teachers and SLT	
Impact: End of year 2021-22				
<u>Summer Support</u> N/A	N/A			

Total budgeted costs	
Teaching & Whole-School Strategies	£14,300
Targeted approaches	£11,000
Wider Strategies	£2,800
Total cost	£28,100

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