

# Catch-Up Premium Plan

## St Joseph's Catholic Primary School, Castleford

Summary information					
<b>School</b>	St Joseph's Catholic Primary School, Castleford				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 16,720.00	<b>Number of pupils</b>	205

### 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <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>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <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> <li>➤ Summer support</li> </ul>

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' in some instances. Pre-teach and same day intervention will be used to support in this teaching. The outcome of a recent review of mathematics recommended purchasing manipulatives to support bridging the gap in maths for children who have fallen behind. Scaffolding through manipulatives will support bridging the gaps for the children .</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 arithmetic assessments and is been addressed through an additional maths basic skills 'catch up' sessions which are short, sharp and pacy.</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. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Whilst children were set writing tasks during lockdown, presentation has suffered also the retention of basic spellings has presented as a concern and in need of work.</p> <p>Correct pencil control has been a focus for all children on their return to school as this has also slipped in many instances. Teachers used the time during lockdown to access the Jane Considine approach and the scaffolding and modelling within this work is supporting the children with their writing. Those who have maintained writing throughout lockdown, still need to focus on stamina and fluency.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown through online reading. Some children embraced online reading more than others and school pupil voice had already ascertained the some of the children enjoyed reading books more than the online books within the platform being used by school. Online books was the safest delivery of reading during the pandemic. A proportion of children are not reading at an age appropriate level in their reading particularly in key stage 2. The bottom 20% of readers have been targeted for further reading support.</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>Impact on EAL learners</b>	<p>Some of our children who been at home during the lockdown have spoken in their home language and not in English. As a result, there has been some language regression for some of these children. Some of the children are listening in English then translating to Polish and then re translating back into English before presenting the teacher with an answer. This has had impact on behaviour and self-esteem for some children. Targeted support is needed in closing the gap for these children in both language and processing skills.</p>

**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)	Staff lead	Review date
<p><u>Supporting great teaching:</u></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 children to bridge the gaps in learning practically</p>	<p><i><b>Purchase additional manipulatives for EYFS/KS1 and KS2.</b></i></p> <p><b>(£500)</b></p>		JG	Feb 21
<p><u>English as Additional Language support</u></p> <p>We intend to support the children through a support package to enable them to close the gap in between the two languages.</p>	<p><i><b>A bespoke programme to address gaps in language for EAL children has been purchased</b></i></p> <p><b>(£500)</b></p>		AR	Ongoing
			<b>Total budgeted cost</b>	<b>£ 1000.00</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programme</u></p> <p>An appropriate spelling intervention, supports those identified children in reinforcing their understanding of basic spellings and application.</p>	<p><i><b>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).</b></i></p> <p><b>(£1000)</b></p>		JG	July 21
<p><u>Intervention</u></p> <p>An appropriate reading intervention, supports all children with reading stamina, fluency, accuracy.</p>	<p><b>Reading plus to be purchased following trial – for the whole of key stage 2</b></p> <p><b>(£7125)</b></p>		SW	July 21

Total budgeted cost £8125.00

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>Supporting parents and carers</u>  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 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.	<b>Additional resources will be purchased, such as headphones and scratch pads</b>  <b>£1000</b>		SLT	Feb 21
	<b>2-day 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.</b>  <b>£200</b>			SM/LH
<u>Access to technology</u>  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<b>School to purchase 30 Chromebooks and charging trolley to enable reading intervention and other programmes to be accessed by the children, this will enable the school tablets to be used for home learning and will support families where devices are needed</b>  <b>£6500</b>  <b>They can also be lent to parents to support home-learning if needed.</b>		SS	Feb 21
			<b>Total budgeted cost</b>	<b>£ 7750.00</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16,720.00</b>