



COVID Catch-Up Premium Plan 2021

Summary information					
School	St Gabriel's Catholic Primary				
CATCH Up Lead :	Claire Stevenson				
Academic Year	2020-21	Total Catch-Up Premium	16,640	Number of pupils	205
Date of Plan Agreed:	December 2020	Approved by:	School Improvement Committee	Review date:	termly April 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 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
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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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

<p>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.</p>	<p><u>Wider strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

<p>Maths</p>	<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'. 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.</p>
<p>Writing</p>	<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>Reading</p>	<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. 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. The bottom 20% of readers have been disproportionately</p>
<p>Non-core</p>	<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>

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>The foundation subject 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, manipulatives are accessed regularly in Maths and this supports</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>(£2000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p>(£1000)</p>		CS	<p>June 21</p> <p>June 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>Ensure effective assessment resources are in place. Rising Stars, Headstart and White Rose in place. May need updated publications.</p> <p>Complete termly testing arrangements and record Teacher assessment on DC Pro to track performance.</p> <p>(£1500)</p>		CS	June 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St Gabriel's have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Additional time is made to cover the teacher so that they can have a virtual meetings with their new starter/s so that the child is confident in joining St Gabriel's</i></p> <p>(£500)</p>			Ongoing
Total budgeted cost				£ 5000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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.	KS1 small group work 5 x morning sessions includes intervention of phonics/reading/writing and maths Using NTP tutors to support learners £8000	Smaller class size for both groups of children	CS/SH	April 21 Apr 21
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.				July 21
<u>Extended school time</u> <i>Y6 have an extended day of 30 mins per night/2.5 hrs additional per week. Sacramental group will access additional after school time within summer term.</i>	£2000		MD HM	Ongoing
Total budgeted cost				£10000

	Total budgeted cost	£ 15000
	Cost paid through Covid Catch-Up	£15000
	Cost paid through charitable donations	£0
	Cost paid through school budget	£0
	Additional contingency	£1640

