**Catch-Up Premium Plan**

**St Werburgh’s Catholic Primary School**

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| **Summary information** | | | | | |
| **School** | St Werburgh’s Catholic Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £14,560 | **Number of pupils** | 182 (F2-Y6) |

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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 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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 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   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. On return to school children demonstrated a lack of learning stamina and resilience. Many found it hard to engage with age appropriate levels of challenge. Many had not regularly practised key concepts and were slow to process.  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. |
| **Writing** | Children have been impacted by a lack of writing practice and as with Maths, lack the stamina and muscle tone to write for more prolonged sessions. Maintaining concentration, without fatigue is also an issue. Letter formation, GPAS (grammar, punctuation and spelling) specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. Therefore, children are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The nature of lockdown and the requirement to stay at home has compounded a key school issue in writing, the lack of experience and something to inspire writing. |
| **Reading** | Reading 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 affected. Phonics knowledge has also been affected and children have forgotten previously taught phonemes. |
| **Non-core** | 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 memorable curriculum moments. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Supporting good teaching:** |  |  |  |  |
| CPD provided for subject leaders in curriculum design and all staff in quality teaching and learning strategies in foundation subjects.  Ensure the quality of teaching in learning Maths is at least good and provide a high quality, challenging differentiated curriculum to address gaps in learning and increase fluency. | ***Alan Tor, HMI to provide subject leader updates***  ***Quality CPD sourced from a range of providers including, School Improvement Liverpool***  ***£4,200***  ***Purchase White Rose Maths Premium Resources***  ***£120*** | Subject leaders attended training and as a result have planned a long term, sequenced curriculum – now in place. Subject leaders have supported class teachers in planning a cohesive sequence of lessons to ensure pupils have a secure grasp of knowledge based end points.  Purchased resources are in use in all classes. Book scrutinies show evidence of challenge, differentiation and a mastery curriculum. Assessment however continues to show that retention of knowledge has been impacted by Covid lockdowns and pupils in Y4,5 and 6 need additional support in order to make accelerated progress. | SM/CS | Apr 21  Jul 21 |
| **Teaching, assessment and feedback**  Alongside ongoing assessment for learning, standardised assessment is used to identify gaps in learning, providing a greater degree of accuracy against nationally agreed age related standards. | ***Purchase termly NFER standardised tests for years 3 to 6***  £1,200 | Termly assessment using standardised tests in KS2 is enabling SLT and class teachers to identify pupils for targeted support and to identify gaps in teaching and learning which have occurred as a result of Covid lockdown and isolation. Across key stage 2 assessment shows that the majority of pupils are making at least expected progress in Reading and Maths. Emphasis now needs to be placed on using the resources to ensure pupils make accelerated progress in order to close the attainment gap. | SE/ME | Dec 20  Apr 21  July 21 |
| **Total budgeted cost** | | | | **£5,520** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 targeted intervention – teacher led  Assessment and pupil progress reviews used to identify pupils from Y1-6 needing to make accelerated progress in Writing and Maths in order to close the attainment gap and reach age related expectations. | ***Teacher will work with identified pupils to identify and continually review next steps in learning with pupils, moving learning on rapidly with clearly achievable targets.***  ***£10,000*** | Impact was slowed by further Covid lockdown in Jan-March 21 and subsequent staff and pupil periods of isolation during the year.  **% pupils targeted for 1:1 intervention:**  Writing: 67% accelerated progress  Maths: 54% accelerated progress | SE | Jan 21  Apr 21  Jul 21 |
| **Total budgeted cost** | | | | **£10,000** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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. | ***Additional online learning resources will be purchased, such as TT Rock Star and Nessy will so that children can practise key skills at home in an engaging, child friendly way.***  ***£975*** | 69% of pupils across the school regularly accessed daily, remote learning using the Seesaw app and the online resources purchased. | ME/SD | Apr 21 |
| Access to technology  To enable quality remote learning to be accessed from home. To ensure that pupils become totally confident in the use of the Seesaw platform in order to minimise the impact of any periods of self-isolation or future possible lockdowns.  To support staff wellbeing and maintain a manageable workload with the functionality of the full version of the app. | ***Purchase the full version of Seesaw for use for pupil homework and to be used during self-isolation or locjdown***  ***£990*** | ME/CS | Apr 21 |
| **Total budgeted cost** | | | | **£ 17,485** |
|  | | **Cost paid through Covid Catch-Up** | | **£14,560** |
|  | | **Cost paid through school budget** | | **£2,925** |
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