



*Holding Hands with Jesus as we love, learn and grow together*



## Catch-Up Premium Plan St Columba Catholic Primary School

Summary information					
<b>School</b>	St Columba Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,160	<b>Number of pupils</b>	220

### 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 6.

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](#).

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

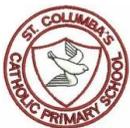
The EEF advises the following:

Teaching and whole school strategies

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

Targeted approaches

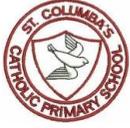
- One to one and small group tuition
- Intervention programmes



<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> <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**

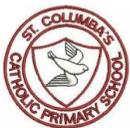
<p><b>Maths</b></p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still demonstrate an enjoyment and appetite for Maths; however, they are inevitably 'behind'. In addition, they appear to have lost some key skills needed to approach mathematical problems such as resilience, stamina and maintaining concentration.</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 their assessments.</p>
<p><b>Writing</b></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. 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. Generally, analysis shows that a good proportion of our children have not written much throughout the lock down period, buy have rather spent time online.</p>
<p><b>Reading</b></p>	<p>Some children have accessed reading during lockdown, at least more than any other subject. This is something that was more accessible for families and required less teacher input. However, some children state that they have not had sufficient access to books and so have been disproportionately affected</p> <p>Some 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 widening.</p>
<p><b>Non-core</b></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>



*Holding Hands with Jesus as we love, learn and grow together*



<b>Key learning skills</b>	Staff report widely throughout the school on a significant loss of effective learning behaviour. Children demonstrate a decline in stamina and the ability to hold concentration for a longer period. A significant number of children appear much more dependent on their class teacher.
----------------------------	---



*Holding Hands with Jesus as we love, learn and grow together*



**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><b><u>Supporting great teaching:</u></b></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, many resources are an essential part of learning particularly in EYFS and Maths</p>	<p><b><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></b></p> <p style="text-align: right;"><b>(£1000)</b></p>		CL	Feb 21
	<p><b><i>Purchase additional stationary per pupil, and resources needed in EYFS and KS1</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>		CL	Feb 21
<p><b><u>Assessing the Impact on SENS pupils.</u></b></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>SENCO has been allocated an additional day a week to support her to Catch Up on the number of children who have missed out on assessments and referrals.</p> <p style="text-align: right;"><b>(£7000).</b></p>		ME/RH	July 21
<p><b><u>Supporting EYS transition back to school</u></b></p> <p>Analysis demonstrates that the pupils in Early Years require additional support, than is usually necessary, to prepare the children to be ready for learning and ready for year 1.</p>	<p><b><i>School have appointed an additional adult in Reception class to support with this transition.</i></b></p> <p style="text-align: right;"><b>(£17000)</b></p>		CL/KW	April 21
<b>Total budgeted cost</b>				<b>£26000</b>



*Holding Hands with Jesus as we love, learn and grow together*



<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition</u>  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.	<i>Purchase and implement Reading Eggs for Reception to Year 4.</i>  <i>(£1000)</i>		CL	Feb 21
	<i>Purchase Reading Plus for Year 5 and 6 only.</i>  <i>(£5400)</i>		CL	Feb 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.	Purchase Mathletics for the whole school. This is included in the cost with Reading Eggs.  Trial Third Space at Learning with Year 6  <i>(£1650)</i>		RV/RH	April 21
<u>Extended school time</u>  Identified JKS 2 children can access a weekly catch-up club (1hr per night per year group).	TAs in Year 4,5,6 will offer catch up club to their Class Bubbles.  <i>(£1000)</i>		AR	Ongoing
			<b>Total budgeted cost</b>	<b>£9,150</b>



*Holding Hands with Jesus as we love, learn and grow together*



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><i>Additional online learning resources will be purchased, such as White Rose Maths, Timetables Rock Stars and Spelling League.</i></b>  <b><i>CGP Catch Up packs purchased for all children from Rec to Year 6. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></b>		CL	Feb 21
			ME	Feb 21
<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.	<b><i>School would like to purchase an additional 15 laptops to ensure access for full classes to take part in the subscriptions.</i></b>		AR	Feb 21
			AR	Feb 21
			<b>Total budgeted cost £8500</b>	
			<b>Total budgeted cost</b>	<b>£43,650</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16160</b>
			<b>Cost paid through school budget</b>	<b>£27490</b>