



Catch-Up Premium Plan

St Andrew the Apostle Catholic Primary School

Summary information

School	St Andrew the Apostle Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,280	Number of pupils	252

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](#).

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 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

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>

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 powerful 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)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting reading development:</u></p> <p>To enhance skills and further consolidate phonetic understanding through corresponding reading at home books. Raising the profile and significance of reading at home with quality resources.</p>	<p>Purchase matching take home phonics books for KS1 (£1250)</p> <p>Purchase additional home/school books for EYFS (£300)</p>	<p>Since we purchased the resource to support our phonics teaching our Read Write Inc programme has developed a lot. We are now making use of streaming groups and pupils are continuing their learning at home through home phonics books and online resources.</p> <p>This has been reflected in our phonics scores. Year 1 96% +14% from 2019 Year 2 90% -6% from 2019</p>	<p>SR</p> <p>SR/JB</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Supporting great teaching:</u></p> <p>All staff to receive updated virtual training and access to RWI online package so raising the quality of teaching and improving phonic knowledge.</p> <p>For pupils and staff to have access to resources which specifically support the gaps in learning after assessments are carried out for focused group support.</p>	<p>Purchase RWI online package. (£1125)</p> <p>Purchase The Power of Reading resources to enhance teaching of reading through programme of work (£1000)</p> <p>Purchase Literacy Shed Plus (£130)</p> <p>CGP for Reading comprehension, Maths, Grammar catch-up for Year 1 to Y6 (£2445)</p>	<p>The Power of Reading resources have allowed pupils to engage with reading books and be immersed in a variety of different texts. This has helped us embed and enhance our new curriculum and create more learning opportunities for the pupils.</p> <p>The CGP books supported the pupils’ transition back into school following the lock down. They were useful for addressing any gaps from the previous year that had formed during lockdown.</p>	<p>JW/JB</p> <p>SR</p>	<p>Feb 21</p>

Total budgeted cost £ 6250

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1:3 small group tuition from Tutor Trust</u> Identified children will have significantly increased rates of comprehension ability and arithmetic accuracy.	2 Tutors for Year 5 & Year 6 3 days, 6 hours x 15 weeks 2 Tutors for Year 3 & Year 4 3 days, 6 hours x 15 weeks	The tutoring programme supported the pupils' learning as they worked towards closing the gaps in knowledge left behind. 60% of the pupils in Year 1-6 were included in the programme.	JW	Feb 21
	(1,575) (1,575)			
	2 Tutors for Year 1 and Year 2 2 days, 6 hours x 15 weeks Additional PPE (screen) purchased to enable intervention across phases.	We used the time to focus directly on objectives that were missed during the summer term of 2020. The majority of pupils responded well to the sessions.	JW	Feb 21
	(1,575) (£448.08)			
Total budgeted cost			£5,173.08	

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>Supporting parents and carers</u></p> <p>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.</p>			JW/LR	Feb 21
<p><u>Access to technology</u></p> <p>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. Eg Accelerated Reading</p> <p>Teachers have laptops that are equipped with webcams and audio which allow the teachers to record for remote learning activities.</p>	<p><i>Purchase 30 ipads, protective covers, storage unit for charging</i></p> <p><i>(£10,000)</i></p>	<p>The iPads provide more pupils the opportunity to access learning opportunities such as Reading Plus, Timestables Rockstars and SATs companion during independent work time. This has had a positive impact on reading and maths as these programme develop fluency in reading, comprehension skills and recall of multiplication facts that have been identified areas for development.</p>	NA NA	Feb 21 Feb 21
Total budgeted cost				£ 21,423.08
			Cost paid through Covid Catch-Up	£17,750
			Cost paid through school budget	£5,000