

## Catch-Up Premium Plan All Saints Catholic Primary School

Summary information					
<b>School</b>	All Saints Catholic Primary School				
<b>Academic Years</b>	April 2020- April 22	<b>Total Catch-Up Premium School budget will absorb many further costs</b>	<b>£27,520</b>	<b>Number of pupils</b>	396

### 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 Y11.

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 2022 academic years. 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.

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 and strategies to minimise this impact	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary. Small group tuition using the National Tutoring Programme tutors is taking place for some identified children who require additional support on these objectives.</p> <p>Children still have a huge appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has not really suffered – children are able to recall addition facts, times tables and have not forgotten calculation strategies. This is reflected in arithmetic Teacher Assessments. Problem solving remains the area in most need of development. Staff have had training on Rekenreks and other concrete materials to help children to deepen their understanding. This has been a focus for the work the Maths leads have done with the Maths Hubs – this will continue in the academic year 2021-22 on the mastery project using Rekenreks in EYFS and KS1.</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, 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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting was really affected during lockdown. Handwriting interventions have been implemented across school to try to close gaps. Spelling also suffered during lockdown as the analysis of standardised score showed upon their return in September. Our Spelling Mastery Programme and Read Writer Inc. programmes could not continue in the same manner as we needed to maintain bubbles.</p> <p>The introduction of The Write Stuff approach to teaching writing is beginning to show a positive impact on writing. This method needs to continue to be monitored and adapted to suit the needs of the children and staff CPD should include revisiting this approach.</p>
<b>Reading</b>	<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. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessments identified those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p> <p>During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via the remote learning portal on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children.</p> <p>Reading remains a priority for the school. We have been supported by the English hubs for phonics and we have invested heavily in reading for pleasure as a means to improve comprehension (decoding is strong across the school).</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. Zoom visits by authors planned and purchase of the Now Press Play resources. Outdoor learning is a priority.</p>

**Planned Strategies and expenditure** - The headings below are grouped into the categories outlined in the EEF'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 dates
<p><u>Supporting great teaching:</u></p> <p>Training in the use of Rekenreks and other manipulatives to deepen understanding of key mathematic concepts</p> <p>Nature Friendly Schools training and Forest School sessions to be built into the curriculum - positive impact on children's well being</p> <p>The Write Stuff approach to teaching writing is embedded and improves writing attainment</p>	<p><b><i>Additional time for teachers to research and plan more practical maths lessons.</i></b></p> <p><b><i>Additional time for teachers to plan outdoor learning sessions</i></b></p> <p><b><i>(Additional PPA – School staff to cover at no extra cost)</i></b></p>		<p>LW/ GF</p> <p>PS</p> <p>VC</p>	<p>Dec 21</p> <p>July 22</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><b><i>Use of NFER tests and other standardised tests to inform planning. Use of Balance to record teacher assessments to identify gaps and to track performance.</i></b></p> <p><b><i>(From school assessment budget)</i></b></p>		VC	Termly
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with All Saints have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A 360 interactive virtual tour of All Saints Primary School EYFS area is shared with all new-starters to EYFS on the website. A newly appointed assistant to the Attendance and Safeguarding Officer to liaise with all new in-year transfers</i></b></p> <p><b><i>(School budget)</i></b></p>		<p>EYFS lead</p> <p>CK / KC</p>	Ongoing
			<b>Total budgeted cost</b>	<b>School Budget</b>

<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>
<p><u>1-to-1 and small group tuition</u></p> <p>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.</p> <p>Gaps in mathematical knowledge will be reduced leading to fluency in maths which will improve performance in problem solving activities</p>	<p><b><i>Additional non-class based teacher time and TA time to support the delivery of reading and maths interventions across the school -1:1 phonics, Reading Rocketeers, Rapid Reading, Power of 1, Power of 2</i></b> <b>(£15,020)</b></p> <p><b><i>Small group tutoring for maths provided by the National Tutoring Programme</i></b> <b>(£6000)</b></p>		<p>PB VC SM</p>	<p>Ongoing</p>
<p><u>Intervention programme</u></p> <p>An appropriate literacy intervention that measures progress regularly and supports teachers to plan for gaps is identified and used effectively to improve reading</p>	<p><b><i>Lexia subscription for 100 licences for children identified as not meeting age related expectations in reading</i></b> <b>(£6500)</b></p>		<p>VC</p>	<p>July 21</p>
<p><u>Extended school time</u></p> <p>All year groups benefit from the extended school day – increases at the beginning and end of the day which is a total additional 2.5 hours per week teaching time to allow for more face to face teaching.</p>	<p><b><i>Start time of 8.30 – 8.45 registration</i></b> <b><i>Finish time of 3.30</i></b> <b>(School budget)</b></p>		<p>AH</p>	<p>Ongoing</p>
			<b>Total budgeted cost</b>	<b>£27,520</b>

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.	<i>Online learning resources will be purchased. TT Rock stars, Numbots, Spelling Shed, Now Press Play, Seesaw are used to support children at home.</i> <i>(School budget)</i>  <i>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.</i> <i>(School budget)</i>		SLT	Ongoing
			SLT	
<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 have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Purchase of additional 30 ipads .</i> <i>(Charitable donation of £10,000)</i>		SLT	Feb 21
			SLT	Feb 21
				School Budget £10,000 charitable donation
			<b>Total budgeted cost</b>	<b>£10,000</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£27,520</b>
			<b>Cost paid through charitable donations</b>	<b>£10,000</b>

	Cost paid through school budget	<b>Not calculated</b>
	TOTAL SPEND	£37,520 plus school budget costs