

Catch-Up Premium Plan

Holy Spirit Catholic Primary School

Summary information

School	The Holy Spirit Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£8960	Number of pupils	112

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 from FS2 to Year 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

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.

Identified impact of lockdown

Maths	The gap has opened up between higher attaining children and lower attaining children. Younger children are less secure in number bonds and all children are less secure with multiplication. Fractions were not taught in the summer term so each year group has to ensure previous expectations are taught.
Writing	Children's ability to spell both high frequency and exception words has suffered at all levels. Children are showing less ability to proof read and self-correct own work. Stamina to write longer pieces of work has been lost and pupils have had less exposure to writing a range of genre. More able writers have lost the technical knowledge to know how to write with pace and interest.
Reading	Many children have not continued to read during lockdown, some families did not have access to good quality literature. Many children have lost the enjoyment of reading as well and the technical ability to read. Emerging readers are struggling with using phonics to decode and sound out new and familiar words. Their reading has lost fluency and intonation. They have not had exposure to rhythms and rhymes which they would learn to mimic. More able readers are struggling with the stamina needed to read longer texts.
Non-core	Unequal opportunities, have exacerbated existing inequalities in skills acquisition and academic performance in the use of technology. Where families have had access to online learning and devices, children have developed skills. Children who were unable to access remote learning have struggled to keep up with skills acquisitions. In essence there is a digital divide.
Social and Emotional	Stamina in working. Resilience to deal with challenge. Anxieties about Covid and worries about the future. Self-esteem when struggling with new learning.

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>High quality teaching for ALL... Supporting great teaching:</p>	<p>Ensuring every teacher is supported and prepared for the new year. Use of Inset day to introduce Recovery curriculum based upon 4 elements</p> <ol style="list-style-type: none"> 1. Supporting me to build positive relationships with others 2. Supporting me to manage my feelings and behaviour 3. Supporting me to enjoy and achieve 4. Supporting my physical health and wellbeing <p>Teachers quickly identify gaps in learning and address these through</p> <ul style="list-style-type: none"> - Quality first teach - Use of TA for 1/1 catch up sessions - Planned and targeted interventions - Small group or one-to-one tuition y TA 	<p>Children were initially very pleased to return to school and seems quite settled. Having these 4 focuses helped to establish a common language to help us all talk about how we were feeling. Having to focus upon physical health was hugely important as it was evident that many children had not engaged in much exercise during lockdown. Gaps in learning quickly became evident once teachers began teaching more formal lessons. Teaching assistants were quickly utilised to support interventions and targeted work</p>	<p>L Connolly</p>	<p>End of October 2020</p>
<p>Effective diagnostic assessment... Teaching assessment and feedback:</p>	<p>Assessment week will take place 14th September using the summer NFER from the previous year to identify gaps in children's knowledge and to identify the effect that lockdown had on their education within the core subjects This will allow teachers to plan future lessons to address these gaps and accelerate progress. In December we will repeat the test to see if those gaps have been filled. This will also highlight the rate of progress and allow us to plan for those children who are showing least progress.</p>	<p>School leaders and teachers have a very detailed understanding of gaps in learning and can use guided groups, interventions and lessons to address these.</p>	<p>L Connolly J Crabbe</p>	<p>Dec 2020</p>
<p>Supporting remote learning... Ensuring equity of access for all:</p>	<p>All learners to be set up and enabled to access remote learning using Class Dojo. To ensure all are familiar with this technology, all classes will upload homework links on the school website for their classes and packs are also uploaded on class pages. Children will be expected to submit work on this platform. The platform also enables teachers and parents to communicate daily</p>	<p>Class Dojo set up and children have been guided how to this. Invitations have been sent to all parents</p>	<p>L Connolly</p>	<p>Jan 2021</p>
<p>Focusing on professional development... Supporting great staff:</p>	<p>Staff training on the use of Class Dojo</p>	<p>All staff are able to facilitate remote learning. All staff regularly use to set homework on the website.</p>	<p>L Connolly</p>	<p>Sep 2020</p>

Transition support... Welcoming new starters:	Reception / Nursery staff to carefully plan visit days and intake into school.	Children had smooth transition into Reception.	J Crabbe	Nov 2020
Total budgeted cost				No additional

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
High quality 1-to-1 and small group tuition...	A teacher has been employed to deliver interventions and Teaching Assistants have been assigned to each class to help address any gaps in learning. Intervention groups and guided groups will run daily and be linked to the curriculum - focused on the areas where pupils would most benefit from additional practice or feedback.		P Foster	Termly at Pupil Progress meetings
Targeted Intervention support	SMT mapped out intervention for each class. A member of teaching staff will work closely with class teachers and deliver interventions to those children who have been identified as not being on track to reach age related expectation. Extra phonic workshops will be delivered to ensure children catch up. Mrs Fleming will oversee delivery intervention work in phonics and J Crabbe, reading for Reception – Year 4, year 5 children will have interventions from P foster. Literacy Company progress materials used for interventions Mrs Green will delivery interventions in reading for and 6 pupils. Both teachers will use the new 'Pathways to Read' programme		PFoster G Fleming	Termly with Head Teacher and SLT
Extended school time... Before/After school focussed support clubs	After school club children will complete homework set by teachers using mymaths and reading bug club, children will work on basic skills including maths reading tables and spellings. Mrs Green will deliver 6- 10 weekly sessions, after school to year 6. Children will be 'invited' to attend and lessons will be very specific and targeted at areas of need. The class teacher will liaise with the Teaching Assistant to identify learning needs and pupils who would benefit from these.		Mrs Green	Termly at Pupil Progress meetings

Planning for pupils with SEND... Intervention programme	Extra management time to be allocated to SENDCO to advise staff on SEN help and referrals available. IDL purchased for those significantly behind		Mrs Green Mrs Jones	Termly with Head Teacher
			Total budgeted cost	4420

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Ensuring access to technology... Enabling all learners equal access to the provision:	Children are to be allocated IT tablets to access the website and Class Dojo which can be loaned to families to allow all children to access Remote Learning if they have to isolate.		L connolly	Dec 2020
Supporting pupils' social, emotional and behavioural needs...	School have subsidised breakfast club for our vulnerable children every day – until April 2020. School to receive financial help with food costs until January 2021. School to subsidize this in Access to the Chris Quigley recovery curriculum to help children's emotional wellbeing		L connolly	Dec 2020
			Total budgeted cost	£8960
			Cost paid through Covid Catch-Up	£8960
				£ 16 000