



Catch-Up Premium Plan

The Federation of St Mary's Catholic Schools – Junior School

Summary information					
School	The Federation of St Mary's Catholic Schools – Junior School				
Academic Year	2020-21	Total Catch-Up Premium	Sept 20 – March 21 = £10,826	Number of pupils	235
			April 21 – August 21 = £7733		

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
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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](#).

The EEF advises the following:

- Teaching and whole school strategies
 - Supporting great teaching
 - Pupil assessment and feedback

<p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<ul style="list-style-type: none"> ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' where they would normally be. Recall of basic skills has suffered – children are not able to rapidly recall number facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<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. The self-expectation of what is produced during pieces of writing had diminished.</p>
Reading	<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.</p>
Non-core	<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 memorable curriculum moments.</p>

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 great teaching</u></p> <p>Additional group teaching in each year group – Starting with Year 6. Then appointed TA to deliver group support in each Bubble.</p>	<p>Weekly catch up sessions or pre-teach on key concepts for children who will need this to support with catch up Implemented during the school day with current class teaching staff and additional sessions 3 times a week after school (1 hour long)</p> <p style="text-align: right;">£5600</p>	<p>Individuals and groups to have made the more than expected progress within the year to get them to be expected standard</p>	<p>DMC KR LW</p>	<p>Jan 21 March 21 April 21</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>Half-Termly moderation of assessments. Release time for Subject Leads to analyse data drops (6 times per year)</p> <p style="text-align: right;">£540</p>	<p>Children taught missed concepts and moving closer to expected levels due to accurate gap analysis.</p>	<p>DMC</p>	<p>Oct 20 Feb 21 May 21 July 21</p>
<p><u>Transition support</u></p> <p>Children who join St Mary's in year to be provided with as smooth (and safe) transition as possible. Nurture needs assessed as well as catch-up gaps.</p>	<p>Pastoral Lead/HoS/EHT to liaises with families and determine needs in advance of transition. Catch-Up gaps to form part of transition discussions e.g. how well engaged in Remote Learning are they?</p> <p style="text-align: right;">Time cost</p>	<p>Smooth in-year transition for any child joining the St Mary's family.</p>	<p>DMC KR</p>	<p>Ongoing</p>
Total budgeted cost				£ 6140

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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 calculation strategies and problems with writing stamina addressed so that they are no longer a barrier</p>	<p>During dedicated Guided Reading time – teachers focus on identified gaps in comprehension skills. These are addressed and covered as quickly as possible to enable comprehension skill development.</p> <p>Updated reading material purchased.</p> <p style="text-align: right;">£1000</p> <p>Additional teacher employed 1 afternoon a week to release class teacher to work with identified small groups. For half a term (COVID-19 situation dependant)</p> <p style="text-align: right;">£3600</p>	<p>Regularity of reading to be re-established.</p> <p>Enthusiasm for books and love of reading re-established.</p> <p>Gaps in comprehensions skills eradicated.</p>	<p>LW</p> <p>DMC</p>	<p>Oct 20</p> <p>Dec 20</p> <p>Feb 21</p> <p>Marc 21</p> <p>June 21</p>
<p><u>Intervention programme</u></p> <p>Wellbeing and children’s mental health is a key priority. RSHE programme 10:10 Life to the Full is a key driver in this area</p>	<p>10:10 Life to the full introduced in all classes</p> <p>https://www.tentenresources.co.uk/primary/</p> <p style="text-align: right;">£500</p>	<p>Children’s mental health will be supported through the program.</p> <p>Children, staff and governors understand what has happened to us as a result of COVID-19 and how we move</p>	<p>AMC</p>	<p>Spring Term 21</p>

		on mentally to support all for the rest of our lives.		
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1.0hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Starts with Y6 and works down.	Small group after school catch-up club to be introduced after February Half-Term £360 per year group £1440 in total	Children will be fully caught up an on track within 2 years or by end of KS Assessments, however we are hoping this would be within a year.	DMC KR	March 21 June 21
			Total budgeted cost	£6540

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	Literacy Shed Subscription £350 5-day home-learning paper packs are printed and ready to distribute for all children who need them. £2.25 per pack £180	Families are supported should we enter a lock down and catch-up work can continue remotely.	KR	Jan 21 March 21 May 21

that all can access learning irrespective of ability of child/parent to navigate the online learning.	Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £500			
<p><u>Access to technology</u></p> <p>Barriers to Remote Learning are identified and addressed. Gaps in knowledge reduced due to sufficient equipment provided by school.</p>	<p>Purchase of internet dongles to enable children who do not have access to the internet at home, access to virtual lessons and on-line learning during the closure of class bubbles or national/ local lockdown. £100</p> <p>Purchase 10 hard drives for reconditioned laptops for TAs £300</p> <p>Purchase 8 graphics tablets to aid Remote Teaching £400</p> <p>Purchase subscription to National Online Safety to increase awareness and qualifications in online safety for all. £300</p>	Disadvantaged children access Remote Learning and engage in the process due to high quality equipment.	DMC	Ongoing
Total budgeted cost				£2130
			Cost paid through Covid Catch-Up	£14,810