

### Summary information

School	St Charles' Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16, 880	Number of pupils	211 (36 Nursery not eligible)

### 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 Reception through to 11, in our school Reception through to Year Six. This will be released in tranches with **£4240** having been received in the Autumn Term first tranche.

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.

### EEF Recommendations

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	
<b>Reading</b>	During Lockdown, school remained focused on promoting reading and phonics by providing a reading-rich lockdown curriculum with access to online and real reading books (all children were sent home with ten reading books), including phonics lessons. Upon return to school in September 2020, reading and phonics remain the key focus area for catch up as children have missed vital months of phonics and reading teaching, particularly in Early Years and Key Stage One.
<b>Maths</b>	As Summer Term is allocated to consolidation of previous learning, children have not had the opportunity to consolidate previously learned content and have missed key new concepts, as identified in the St Charles' COVID Catch Up Curriculum. As children were out of school for so long, they have not had the daily rigour of Maths lessons they would have had. Speed and stamina in mathematical recall and retention have been lost, as indicated in Autumn Baseline Assessments carried out in all year groups. Some children returned to school recording calculation methods not in line with school policy.
<b>Writing</b>	Assessments carried out in Autumn Term have highlighted that children have lost writing stamina and key areas of GPS have been missed or have not benefitted from consolidation, resulting in children's' writing skills suffering.
<b>Non-core</b>	Summer Term units in foundation subjects have been missed leading to gaps in learning. These gaps will need to be addressed so children can make better sense of what they are learning and why, and how it links back to previous learning so they know more and remember more.

Teaching Strategies				
Desired outcome	Chosen approaches and anticipated cost	Impact	Staff	Review dates
<p><b><u>High quality teaching for all</u></b> Gaps are closed and children are back on track to attain at the level they are expected to and make good or better progress.</p>	<ul style="list-style-type: none"> <li>Quality first teaching – modelling and challenge for all Enquire, Explore and Express.</li> <li>High expectations for all.</li> <li>Recruitment of new staff – experienced staff placed in areas of the school which are a focus e.g. EYFS and KS1.</li> <li>Assistant Head leading learning in KS2</li> <li>Teacher files to support all staff.</li> <li>Effective communication between staff and SLT.</li> <li>Reduce workload to support staff wellbeing to support high quality responsive teaching.</li> <li>Monitoring timetable to quickly identify where support is needed.</li> <li>Regular low stake assessments to inform pupil progress.</li> <li>Additional release time for teachers in Spring term to research and plan for COVID catch up. Spring term 2021.</li> </ul> <p><b>Measure:</b> Pupils are making rapid progress and are on track to achieve targets. Reviewed PP meetings.</p> <p><b>Cost:</b> CPD £1500 for quality first teaching</p>		All staff	Termly
<p><b><u>Effective diagnostic assessment and feedback</u></b> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are</p>	<ul style="list-style-type: none"> <li>Baseline assessments carried out in September 2020 to provide a clear picture of gaps in learning.</li> <li>Frequent low stake testing and ongoing teacher assessment using school</li> </ul>		All staff  DHT pupil	Baseline September 2020  Termly pp meetings

aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<p>assessment sheets to identify pupils needing pre teaching and catch up and to celebrate the acquisition of new knowledge</p> <ul style="list-style-type: none"> <li>Regular pupil progress meetings to ensure needs of all pupils are met.</li> </ul> <p><b>Measure:</b> Accurate teacher assessments. Reviewed moderations internal and external (when possible).</p> <p><b>Cost:</b> DHT time allocated for pupil progress meetings</p>		progress	On-going monitoring on monitoring timetable
<p><b><u>Supporting Remote Learning</u></b></p> <p>Children receive a remote learning offer equitable with children still in school and they, and their parents, feel supported in this learning.</p> <p>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> <p>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.</p>	<ul style="list-style-type: none"> <li>Comprehensive remote learning ten day packs provided linked to learning in class and utilising DFE approved materials such as Oak Learning for Autumn 1.</li> <li>Parental survey to be carried out regarding home learning.</li> <li>From November 2020, children in isolation follow same lessons as children in class using teaching resources provided by class teachers for all subjects.</li> <li>Daily check in sessions for children in isolation from class teacher using digital platform Teams.</li> <li>All children provided with a home learning exercise book and EYs pupils with a home learning resource pack.</li> <li>Laptops available for families who are unable to access technology at home.</li> <li>SIM cards available for disadvantaged families to ensure internet access is available for home learning.</li> </ul>		<p>DHT</p> <p>DHT</p> <p>Class teachers</p> <p>EYs leader</p>	<p>Review PP termly</p> <p>Home learning to be evaluated in October 2020.</p>

	<ul style="list-style-type: none"> <li>Paper copies of home learning available on request, including alternative work sheet based learning if this is better suited to families.</li> <li>SEND children have individualised curriculum materials available to them.</li> <li>Parent and child guides to using Teams created and shared.</li> <li>Online resources purchased e.g. Oxford Owl E Books so children can read online.</li> </ul> <p><b>Measure:</b> Pupils learn at home successfully supported by school so that isolation has minimal impact on their learning. Reviewed by parent and pupil surveys and PP meetings.</p> <p><b>Cost:</b> AHT leadership time and resourced £500</p>			Awaiting Oxford Library release.
<p><b><u>Professional Development</u></b></p> <p>Teachers at all levels and career stages are provided with high quality CPD to enable them to deliver quality first teaching and impactful lessons.</p> <p>New teachers are fully supported by an experienced mentor and phase colleagues to ensure they achieve the best outcomes for pupils.</p> <p>Ensure teachers have training and support to adjust to the changes in place in relation to COVID 19 to enable effective teaching and learning to take place under new conditions.</p>	<ul style="list-style-type: none"> <li>Monitoring timetable to quickly identify where support is needed.</li> <li>NQTs both have a mentor and one has signed up to the Early Career Framework.</li> <li>Use of Catholic NQT programme to support new staff.</li> <li>Targeted CPD for staff including metacognition strategies and subject specific where necessary. Identified in PM meetings.</li> <li>New staff induction programme with DHT.</li> <li>NELI for Reception class – DFE funded project.</li> <li>Comprehensive CPD programme in place which links to School Improvement Plan and individual CPD needs.</li> </ul>		SLT  AHT          All staff	CPD plan for 2020-2021

	<ul style="list-style-type: none"> <li>• CPD disseminated to all staff.</li> <li>• Regular COVID 19 updates.</li> </ul> <p><b>Measure:</b> Quality CPD for staff enables staff to provide high quality teaching across the curriculum and impacts on pupil well-being, attainment and progress.</p> <p><b>Cost:</b> CPD £1500</p>			
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Targeted Academic Support				
Desired outcome	Chosen approaches	Impact	Staff	Review dates
<p><b><u>High quality 1:1 and small group tuition</u></b> Effective, tightly focused interventions for identified children targeting specific areas of learning are carried out to enable these children to 'catch up'.</p>	<ul style="list-style-type: none"> <li>• RWInc 1:1 Tuition programme purchased and delivered by experienced RWI teaching assistant.</li> <li>• Phonics interventions delivered in Year Two based on Phonics assessments.</li> <li>• Phonics interventions for targeted children in Year Three.</li> <li>• Focus on key areas identified via assessment, particularly phonics in Year One.</li> </ul> <p><b>Measure:</b> % of pupils passing the phonics screen in Year 2 and Year 1. % of pupils at the expected standard at the end of Year.</p> <p><b>Cost:</b> TA to deliver session £4113</p>		EC AMc  AHT	Half termly Phonics and reading monitoring
<p><b><u>Teaching Assistants and Targeted Support</u></b> Increased staffing in focus year groups to enable targeted 'catch up' in specific areas for specific groups.</p>	<ul style="list-style-type: none"> <li>• Additional teaching assistant employed in Key Stage One to facilitate quality first teaching for all, including pre and post teaching interventions and phonics interventions.</li> </ul>		AC ES	Termly review after PP meetings  End of year progress data

Utilising experienced teaching assistants to run intervention programmes so pupils make rapid progress and gaps are closed.	<ul style="list-style-type: none"> <li>Experienced RWInc teaching assistants timetabled for 1:1 and small group interventions.</li> </ul> <p><b>Measure:</b> % of pupils in Key stage 1 achieving the expected standards in Reading, Writing and Maths.</p> <p><b>Cost:</b> Use of support staff already allocated to year groups.</p>			
<p><b><u>Academic Tutoring</u></b> Gaps are closed and children are back on track to attain at the level they are expected to and make good or better progress.</p>	<ul style="list-style-type: none"> <li>1:1 tuition for targeted lower attainers in KS2 to close the gaps in learning caused by lockdown.</li> </ul> <p><b>Measure:</b> Pupils identified in PP meetings as needing 1:1 make rapid progress as a result of tutoring.</p> <p><b>Cost:</b>  Teacher for Spring term £10,267</p>		LF Teaching staff	Reviewed by DHT each half term
<b>Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen approaches</b>	<b>Impact</b>		<b>Review dates</b>
<p><b><u>Supporting pupil's well-being and Social and Emotional Learning.</u></b> Children are provided with opportunities to reflect, understand and rebuilt in the context of returning to school after lockdown so they can understand and process experiences, behaviours and emotions, and acquire the skills needed to take care of their own well-being, including self-regulation.</p>	<ul style="list-style-type: none"> <li>Increased curriculum time allocated to RHE (the term for the wider PSHE, Values and RHE curriculum used at St Charles')</li> <li>A bespoke Recovery Curriculum to be delivered across school in Autumn 1 with a specific focus on experiences of COVID 19 and lockdown.</li> <li>Introduction of a Values Curriculum based on building skills in resilience,</li> </ul>		LD	Review Autumn RHE curriculum December 2020. Plan for next steps.

# COVID-19 Catch Up Premium

# St Charles' Catholic Primary School

	<ul style="list-style-type: none"> <li>respect and relationships linked to school house values.</li> <li>Intervention programmes available for identified children – Rainbows, Zippy and Friends.</li> </ul> <p><b>Cost:</b> Staff training release time</p>			Spring term 2021
<p><b><u>Extra-Curricular Provision</u></b></p> <p>Children are provided with opportunities outside of the school day to exercise and take part in activities following their own interests to enhance their learning and promote well-being, resulting in happier, healthier and more-rounded pupils.</p>	<ul style="list-style-type: none"> <li>History Club in bubbles for Year One to Six with a focus on COVID-19 memories and impact.</li> <li>NUFC coaching for Year group bubbles.</li> <li>Breakfast Club. School to organise training for staff to operate our own breakfast club.</li> </ul> <p><b>Cost:</b> NUFC Club £500 (funded through Sport premium)</p>		RT  ES	Autumn 2  December 2020
<p><b><u>Curriculum Enhancement</u></b></p> <p>Children are provided with opportunities and experiences outside of the 'normal' curriculum within COVID 19 guidelines so they continue to receive a broad and balanced curriculum which is engaging and exciting, particularly as continued lockdown restrictions will limit access to wider experiences outside of school.</p>	<ul style="list-style-type: none"> <li>Commando Joes programme to support Values Curriculum and provide team building opportunities.</li> <li>Forest school sessions for all year groups.</li> <li>Virtual pantomime and Elf visit.</li> <li>Virtual visits e.g. Synagogue visit via Teams.</li> <li>Mini Vinnie Christmas countdown of good deeds.</li> </ul> <p><b>Cost:</b> Teacher salary 0.1 for 38 weeks</p>		LD    RB	Review every half term.  JK to review Spring 2021
<p><b><u>Poverty Proofing</u></b></p> <p>A review of school provision is undertaken by an external specialist and recommendations put in place to ensure all children receive an equitable offer from school.</p>	<ul style="list-style-type: none"> <li>Poverty proofing package.</li> <li>All staff to undertake Poverty Proofing CPD</li> <li>Disadvantaged leader to put recommendations in to action.</li> </ul> <p><b>Cost:</b> £500</p>			October 2020 November 2020
<b>Total Budgeted Cost</b>		<b>£16, 880</b>		
<b>Total Catch Up Funding Amount</b>		<b>£16, 880</b>		



**COVID-19 Catch Up Premium**

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