

Catch-Up Premium Plan

St Mary's Catholic Primary, Falmouth

Summary information					
School	St Mary's Catholic Primary, Falmouth				
Academic Year	2020-21	Total Catch-Up Premium	£17,200	Number of pupils	218

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
<p>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.</p> <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>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<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'.</p> <p>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>
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 along with lost vocabulary, 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 and independence.</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 comprehension skills are not as developed. The gap between those children that read widely and those children who don't is now increasingly wide. Teachers are noticing that comprehension and inference skills have slipped.</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 powerful curriculum moments.</p> <p>With a tailored, topic based curriculum, we have opportunities for revisiting knowledge already planned in - albeit not always in the consecutive year group. It is at these points that knowledge and experience gaps in prior learning will need to be plugged.</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>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>HoS to releases teachers</i></p>		LAS	Feb 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St. Mary's have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of St Mary's Catholic Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining.</i></p> <p>£1000</p>		LD	January 2020 - ongoing
Total budgeted cost				£ 1000

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programmes through 1:1 and small group tuition</u></p> <p>Appropriate numeracy, reading and writing intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number, fluency of reading and key skills in writing.</p>	<p><i>Children are identified and a HLTA is employed able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p>£17,000</p>		LD	July 21
Total budgeted cost				£17,000

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>Additional online learning resources will be purchased, such as IXL to support children with English and Maths at home.</i> <i>trust cost</i>		LD / AB	Feb 21
	<i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside if needed for children to take home when home-learning occurs.</i> <i>£500</i>			LD
<u>Access to technology</u> Teachers have laptops to 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>5 teacher laptops purchased.</i> <i>7 tripods for ipads during live lessons</i> <i>5 webcams for computers</i> <i>Laptops trust cost</i> <i>Tripods £180</i> <i>Webcams £100</i>		DB	Feb 21
Total budgeted cost				£18,780
			Cost paid through Covid Catch-Up	£17,200
			Cost paid through school budget	£1,580