

St Clare's Catholic Primary School COVID-19 Catch-Up Funding Strategy 2020-2021



'I have come that they may have life and have it to the full'

Rationale Statement:

The impact of COVID-19 on schools has been substantial. During the 2019-20 academic year school closures have resulted in a significant amount of time lost learning. At St Clare's Catholic Primary School we want to address any gaps in learning and ensure that we are delivering the broad and balanced curriculum required for our pupils to be successful in the future. Our Core Focus is to provide targeted support for all pupils to ensure gaps in learning have been filled

In deciding how to use our Catch-Up Funding, we have combined our professional knowledge with reference to robust evidence about approaches that are known to be effective:

- DfE's catch-up premium guidance
- EEF's COVID-19 support guide for schools

Summary Information:

Total Number of Pupils:	211	Amount of catch-up premium received in Autumn Term 2020 and Spring Term 2021 (7/12):	£9,847
Total catch-up premium budget:	£16,880	Amount of catch-up premium received in Summer Term 2021 (5/12):	£7,033

Strategy Statement:

- Supporting the pupil's SEMH needs as they transition back into school
- Teaching a bespoke Recovery Curriculum which meets the needs of our pupils
- Early identification of the gaps in learning for all pupils
- Using the Catch-Up Funding efficiently to maximise the impact of additional support for all pupils
- Identifying targeted interventions which will have the greatest impact on learning

Overall Targets:

- All pupils make a smooth transition back into school due to their SEMH needs being supported effectively
- All pupils will make good or better progress from their starting point in September 2020
- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Planned Expenditure for Current Academic Year

Quality of teaching for all					
Objectives	Specific Actions	Outcomes	Staff Lead	Impact	Budgeted Cost:
To quickly and effectively identify gaps in pupils knowledge, skills and understanding.	<ul style="list-style-type: none"> • Class teachers identify gaps in their pupils' learning • Quality First Teaching addresses these gaps in learning • From January 2021 an additional 0.2 teacher delivers quality interventions (initially in Maths and then Reading) to identified pupils. • Applied through 'Academic Mentors' for an additional member of staff to provide interventions to address gaps in learning. 	<ul style="list-style-type: none"> • Gaps in individual pupil's knowledge, skills and understanding will be addressed. 	All teachers LW	<p>These quality interventions will have a positive impact on the pupil's progress from the assessments that were completed at the end of the autumn term.</p> <p>Internal tracking on Insight will show progress at the end of each term.</p>	<ul style="list-style-type: none"> • £2393 (Spring) £3988 (Summer) • £1685 (Spring) £3510 (Summer)
Ensuring pupils receive a broad and balanced	<ul style="list-style-type: none"> • Ensure the coherently planned and sequenced 	<ul style="list-style-type: none"> • Teachers and leaders to use assessment effectively to ensure strong progress 	All teachers SLT	<ul style="list-style-type: none"> • The curriculum meets the needs of 	

<p>curriculum that incorporates clear opportunities for pupils to catch up key objectives.</p>	<p>curriculum is fully implemented</p> <ul style="list-style-type: none"> • Develop and implement a Recovery Curriculum to support the transition back into school. • Develop effective approaches to remote/blended teaching, learning and/or assessment • Develop effective approaches to delivering quality education to vulnerable learners and those learners with EHCPs • Identifying and addressing underachievement especially those who have barriers to engage in remote learning. 	<p>across the curriculum using Insight tracker.</p> <ul style="list-style-type: none"> • Teachers and pupils are confident with using See Saw (Years 1-6) and Google Classroom (Reception) as a platform for remote learning. • Parents are confident in supporting their children's learning whether in school or remotely. 	<p>Subject Leaders</p>	<p>all pupils including those with SEND</p> <ul style="list-style-type: none"> • An ambitious and broad curriculum is in place whether learning in school or remotely. • Pupils make progress from their starting points. 	
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Targeted support					
Objectives	Specific Actions	Outcomes	Staff Lead	Impact	Budgeted Cost:
To support the language and early literacy skills of our Reception pupils	<ul style="list-style-type: none"> From January 2021 the Reception pupils will complete the Nuffield Early Language Intervention (NELI). 	<ul style="list-style-type: none"> The 20 week programme develops children's vocabulary, listening and narrative skills The last 10 weeks involves work to develop phonological awareness and early letter-sound knowledge. 	CC LB	NELI will have a positive impact on the pupil's learning. The language skills of the Reception pupils will have increased by up to 3 months.	No cost
To support gaps in Year 6 pupils Mathematical knowledge, skills and understanding.	<ul style="list-style-type: none"> From September 2020 to May 2021 15 Year 6 pupils take part in a weekly online Maths lesson with Third Space Learning. 	<ul style="list-style-type: none"> Gaps in individual pupils' knowledge, skills and understanding will be addressed. The pupil's confidence in Maths will increase. 	MF TK	This bespoke intervention will have a positive impact on the pupil's progress from the baseline assessment that was completed at the start of the programme. Internal tracking on Insight will show progress in Maths at the end of each term.	£8995
To support gaps in Year 5 pupils Mathematical knowledge, skills and understanding	<ul style="list-style-type: none"> From May 2021 to July 2021 15 Year 5 pupils take part in a weekly online Maths lesson with Third Space Learning 	<ul style="list-style-type: none"> Gaps in individual pupils' knowledge, skills and understanding will be addressed. The pupil's confidence in Maths will increase. 	MF	This bespoke intervention will have a positive impact on the pupil's progress from the baseline assessment that was completed at the start of the programme.	

