



Corpus Christi Catholic Primary Academy

Covid-19 Catch-up Premium Plan 2020-2021



Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. 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 this academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. (DfE Coronavirus (COVID-19) catch-up premium: 31 October 2020)

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.

At Corpus Christi Catholic Primary Academy, we have used this document to help us direct our additional funding in the most effective way.

Summary Information

Number of pupils on role on October census (R to Y6)	196	Total Catch Up Premium	£15,680
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Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / attendance / wellbeing)

B1: Reading stamina – lack of reading at home since March 2020.
B2: Lack of engagement from children and poor resilience following time away from school.
B3: Gaps in curriculum due to school closures in the summer term - as identified by curriculum leaders.
B4: Preparing the school community for further remote learning needs (e.g. further national restrictions or bubbles closing).
B5: Gaps in knowledge that have appeared between March and September 2020 (as identified in baseline assessment in Autumn 1)
B6: Attendance: all groups of children to be attending school – concerns from some parents.
B7: Staff wellbeing: concerns about anxiety and absence of staff
B8: Pupil wellbeing: concerns around anxiety and safeguarding issues following the lockdown period.
B9: Ensuring our SEND, PP and EAL children are making academic progress in-line with others.
B10: Ensuring parental engagement levels are maintained during the 'virtual meeting' era.
B11: New plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning.

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
Y3 to Y6	B1: Staff CPD with LA CLL team on reading stamina – Echo Reading strategies 7.10.2020	Pupils have an increased reading stamina which improves throughout the year, allowing them to complete summative and statutory assessments/access other areas of the curriculum.	£2,500 SLA with CLL team
N to Y6	B2- Meta cognition CPD for whole school delivered by SEND leader. Look at strategies for building resilience, using Big Ideas from Class Dojo and simple activities that can be adapted into everyday classroom life. Support from Education Psychologist.	Pupils Have developed confidence and resilience to complete independent work without giving up. The resilience strategies will help the children develop in confidence and will remove that fear barrier of can't do to can't do yet.	£0
Representatives from all phases of the school	B3: Create a Recovery Curriculum Task Group to identify gaps in curriculum following school closures and staff to share information about strengths and development areas with colleagues.	Following review of curriculum long term plans, all teachers are supported and prepared when planning for effective sequencing of knowledge, which allow for pupils to 'catch-up but keeping up' with age-related expectations. A return to the full curriculum for all pupils by summer 2021 at the latest.	£0
Representatives from all phases of the school	B4: Training in google classroom to be delivered by Matt Jones (ITS) 9.11.2020	All staff to be clear about how to use google classroom to provide lessons that mirror the normal school timetable.	£0
R to Y6	B4: Purchase 5 chrome books (to use alongside existing chromebooks) to ensure remote learning, when required, can take place.	Pupils to access all online learning resources whether at home due to self-isolation or in the event of a second local or national lockdown.	£1180
Y1 to Y6	B5: Baseline and mid-line testing for all children in Y1 to Y6. Staff to be trained by the LA CLL team on the analysis of outcomes and targeted first quality teaching/in-class support and intervention.	Identify gaps in knowledge that have developed during lockdown. Use this information to inform first quality teaching and intervention.	£0
Y6	B5: Teacher/HLTA to support targeted pupils following baseline assessments on identified targeted gaps. Data to be reviewed every half term and focus group changed accordingly.	Pupils who are at risk of falling further behind are identified - Improved attainment outcomes in Y6 between baseline and KS2 SATS in May 2021.	£0
N to Y6	B2 & B4: Staff CPD – training demands throughout the year, depending on needs of pupils.	Staff are well-equipped to meet the needs of the pupils they teach (Safeguarding/Mental Health/Identifying the gap to ensure children catch up and keep up - to ensure	TBC

		that significant majority of children are on track and make expected progress or more. If not, ensuring interventions are put in place to overcome barriers.	
N to Y6	B3: Update the Marking and Feedback Policy to include expectations around modelling and addressing misconceptions.– purchase Airserver licences for each class. This will be used alongside data and addressing gaps/misconceptions from areas of weakness identified.	These will support high quality teaching and learning as they will enable staff to model from the front of the classroom and celebrate achievements against success criteria.	£79.92 for licences
N to Y6	B10: Use an online booking system for parents evening – Teachers2Parents.	Parent levels of engagement are maintained to the same level as pre-lockdown.	£358.80
Y3 to Y6	B7&B8: Purchase the Rising Starts Wellbeing and Attitudes to Learning Online Surveys and Strategies resource.	This will enable leaders to find out about wellbeing and attitudes to learning of pupils in KS2 and implement strategies to ensure progress for all.	£250
R to Y6	B6: Move to weekly monitoring of attendance and persistent absenteeism – virtual support meetings to take place between Attendance Officer and parents when required.	Parents have a clear understanding of the importance of attendance and overall attendance is at least in-line with LA averages.	£0
R to Y6	B8: PSHE curriculum plans to be adjusted to provide a more detailed focus on mental health and anxiety following lockdown.	Effective support provided to all pupils.	£0
N to Y6	B7&B8: Whole staff CPD on Emotion Coaching.	Staff feel competent and calm when focusing on pupils' emotional literacy and regulation. Positive effects are evident in pupils' behaviour and attitude to learning.	Included in SLA – EP support
N to Y6	B9: Purchase Birmingham SEN Toolkit to provide targeted, rapid support for SEND pupils to ensure gaps identified in baseline assessments are closed.	To effectively track SEND pupils and use the information to provide specific, targeted planning for first quality provision.	£900
N to Y6	B6: Staff wellbeing inset day (20.11.2020) to ensure all concerns regarding anxiety and safeguarding relating to COVID-19 are addressed. Whole school session followed by 1-1 coaching sessions.	This will help to prevent potential staff absences relating to anxiety and will support staff morale, especially when working alone.	£0
N to Y6	B6: Create a staff wellbeing committee to organise events and consider ways to promote and support staff wellbeing. Introduce an anonymous suggestions box for staff to raise concerns.	Staff are better placed to support pupils to catch up when they feel valued and they are aware of their own mental health and wellbeing.	£0

R to Y6	B7: Continue the use of Google Classroom as a tool for homework, even when not self-isolating, to keep up the positive momentum of remote learning.	Using Google Classroom as a homework tool will improve the independence of pupils and parents and will ensure there is no lost learning in the event of a bubble or school closure.	£0
R to Y6	B9: To use the Birmingham Toolkit for PP pupils to identify specific gaps in learning and to inform first quality teaching. PP ITPs to be created.	The use of continuums for PP children will allow to have clear, specific and measurable targets for this cohort of children to move learning on quickly and to address any gaps from lockdown.	£0
Y1 to Y6	B5: Purchase mini-whiteboards, packs and individual Maths resources for all pupils across school for AFL-identify areas of weakness.	This action will assist with consistent Assessment for Learning without having to walk around the classroom/not relying on paired work.	£0
N to Y6	B5 & B7: Staff CPD on Google Meet for peer coaching/reflective monitoring, quality first teaching will allow gaps to be identified and closed. CPD support less experienced staff and improve well being.	Sharing regular best practice of COVID teaching and learning ideas amongst staff and MAC. Effective feedback given by SLT/curriculum leaders/peer mentors to improve first quality of teaching and learning.	£0
N to Y6	B9: Sharing of best practice through school-wide/LA/MAC webinars or virtual CPD which include a regular foci on curriculum, teaching and learning, behaviour, SEND and PP.	MAC-wide/LA-wide webinars will give teachers access to the very best CPD available. This will lead to the most effective classroom practice being shared and pupil learning optimized.	£0
R to Y6	B10: Purchase the GoRead app – the online reading diary.	Parent levels of engagement are maintained and the new, exciting reading app will ignite pupils' love of reading, resulting in improved outcomes by summer 2021 compared to baseline.	£250
N to Y6	B5&B9: Implement internal Assessment support partners and allocate designated time each month for intra-school moderation. Experienced teachers to support less experienced teachers to identify gaps in learning to ensure all groups of learners make progress.	100% accurate teacher assessment which allows for clear, progressive and detailed planning of lessons to move learning on quickly.	£0
R to Y6	B1 & B9: Purchase additional reading book cross-curricular sets to broaden the curriculum offer and engage greater cohorts of pupils.	The book sets purchased will include BAME authors to ensure a diverse range of independent books and texts used across the curriculum. Pupils are exposed to a greater number of words, wider vocabulary range and challenging texts	£2000
R to Y6	B10 & B4: Purchase additional exercise books and	A high percentage of pupils across the school will access	£252.52

	equipment for every child in school to record work during remote learning.	remote learning in the event of a bubble closure.	
N to Y6	B10 & B4: Education City subscription to support remote learning, homework and interventions to help pupils to catch up. Setting activities can be easily manage and TAs can support groups of pupils with interventions.	Pupils will engage with home learning and home work through the interactive and fun online activities. Interventions in school have taken place to enable pupils to catch up.	2 yr subscription £1520
R to Y2 (and targeted Y3 pupils)	B1,B3 &B4: Teachers to signpost parents to Oxford Owl as part of the remote learning offer for pupils to access RWI phonics ebooks when self-isolating.	Children are more confident and independent readers across EYFS and KS1 with an increased reading stamina.	£0

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
Y3 to Y6	B9: 'Catch up' Teacher (Summer term) to complete specific interventions for one to one or small group work.	The pupils who benefit from this small group work will make rapid progress in Maths and reading to ensure that they are ready by summer 2021.	£4,811.94
R to Y6	B9: Access the National Tutoring Programme to ensure additional targeted support for PP children is put in place – to be decided.	The pupils who benefit from the National Tutoring Programme will have their progress tracked at key assessment points and gaps in knowledge from baseline are narrowed.	TBC
R	B3 & B9: Apply to become part of the NELI (Nuffield Early Language Intervention) programme to improve oral language skills for those children who are at risk of experiencing difficulty with reading.	Children receiving the NELI programme make the equivalent of +3 additional months' progress in oral language skills, on average, compared to children who did not receive NELI.	Funded through EEF
Y2 to Y4	B3,B5&B9: Assess phonics knowledge retained from previous year in Y2 (and target children in Y3 and Y4) and compile a list of children for intervention groups.	Targeted pupils reach their ARE targets in reading – see SDP for specific milestones.	£0
Y2	B3, B5&B9: Set up daily phonics interventions in Y2 delivered by experienced RWI teaching assistant.	75%+ of Y2 children will pass the phonics screening test in Autumn 2. Children make rapid progress in	£0

		learning and retaining phonic knowledge and are able to apply effectively across the curriculum.	
Y5	B5: Assess multiplication gaps in Y5 (cohort who would have taken multiplication check), carry out baseline assessments and put in place daily catch-up/homework interventions where needed.	Targeted children will confidently be able to recall all multiplication tables and use calculations for reasoning.	£0
Y1-Y6	B5: Introduce the 99 club from Y1-Y6 for regular, ongoing times tables and number bonds practice.	Children develop fluency and can confidently recall multiplication and division facts. This will support them with mental maths problems.	£0
Y4 to Y6	B5: RWI fresh starts and RWI comprehension for small groups or one to one.	Children receiving the comprehension tutoring meet expected standards in Reading quickly.	£0
Y6	B5: Additional Y6 booster work, whole class 30 minutes each day delivered by class teacher. Booster sessions 2 hours each week delivered by class teacher.	Targeted pupils meet ARE by summer 2021.	£0
Y1 to Y6	B5: Purchase MyMaths programme to use as one to one or small group intervention.	The pupils who benefit from this small group work will make rapid progress in Maths by summer 2021.	1 year £305 2 years £508.50 3 years £762.75
R to Y6	B6: Direct time allocated for attendance and behaviour officer to work specifically with families who are anxious about the re-opening of schools – including virtual meetings with pupils.	Attendance for 2020/21 is in line with national figures.	£0
R to Y6	B5 & B9: Direct leadership time from SENDCo and SLT to coordinate the intervention programmes for children who require catch-up support.	The pupils who benefit from small group targeted support will make rapid progress in English and Maths from baseline assessment in Autumn 1 to Summer 2021.	£0
Y5	B2, B5, B8: Maths on the move intervention for 16 children in Y5 delivered by RBGym	Pupils benefit from physical activity and targeted interventions to address gaps in maths.	£150 for 3 sessions. Potential further cost if successful

Wider Strategies			
Year Group	Actions	Intended impact	Cost
N to Y6	B10: A new system in place for communication to parents – year group emails accessible for all parents.	Regular and supportive communication is embedded which increases whole school attendance and engagement with learning.	£0
R to Y6	B4 & B10: Online remote learning support for parents in place via the school website.	Pupils to access all online learning resources whether at home due to self-isolation or in the event of a second local or national lockdown.	£0
R to Y6	B4: Complete school survey to find out more about parents views on remote learning and access to technology at home.	Devices are in place for children to access remote learning resulting in sustained or increased progress measures.	£0
Y1 to Y6	B8: Pay for a Healthy Lifestyles extra-curricular activity week for each bubble for the autumn term– a focus on one curriculum driver.	Pupils in each bubble are aware of the benefits of being active and a healthy lifestyle – having an impact on wellbeing for all.	£1122 11 weeks
N to Y6	B7 & B8: All staff to be trained in COVID-19 anxiety and bereavement.	Staff are able to identify any children who need support due to anxiety or bereavement.	£0
N to Y6	B7&B8: Signpost staff to the Anna Freud online Link Programme.	To bring together education and mental health professionals in Wolverhampton so that more children and young people get the help and support they need.	£0