



Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name : St Alphonsus' Catholic Primary School

2020-21 Academic Year

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

Total Catch up funding £15,280

Plan to spend £

Retain 20% for contingency (£3,056)

Action	Intended outcome	Timescale	Cost	Impact
<p><i>Supporting teaching in the event of staff isolation. Quality, consistent teaching is the most important lever schools have to improve outcomes for their pupils. EEF Guidance</i></p> <p><i>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils</i></p> <p>The increased pressure on being able to deliver quality first teaching due to staff isolating significantly reduces the possibility</p>	<p>Quality First teaching across all year groups will continue regardless of pressures on staff absences.</p> <p>All pupils will experience a broad and balanced curriculum aimed at Recovery of lost time.</p>	<p>Autumn – Spring</p>	<p>20 days £3240</p>	

<p>of pupils making the necessary accelerated progress needed. In order to ensure pupils have access to quality first teaching at all times additional supply will be required to accommodate for those instances where staff are required to self isolate. School normally uses internal cover moving staff across year groups. However ‘bubbles’ are set and the movement of staff is restricted to reduce cross contamination.</p> <p>Action</p> <p>Cover to be arranged through CER to ensure pupils have a teacher in the class.</p>				
<p><i>Providing additional reading material for families to access over the coming months and summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective</i></p>	<p>Pupils will make accelerated progress in reading and reach ARE</p>	<p>Autumn – Spring</p>	<p>£5154</p>	

<p><i>strategies for reading with children. EEF Covid 19 support guidance</i></p> <p>During lockdown a number of pupils had little / no access to reading materials. Resources such as a free reading programme online were signposted for pupils. Pupil engaged well with this and it allowed remote access to reading materials.</p> <p>School is currently having to quarantine books and sanitise them in home reading books limiting the access to school reading books and library books</p> <p>Phonic streaming and interventions was unable to take place due to lockdown resulting in gaps in knowledge across all lower phases.</p> <p>Action:</p> <p>To purchase the subscription for online reading programmes ensuring pupils</p>	<p>Pupils will rekindle a love of reading and develop personal interests in different genre due to the variety of books made available to them.</p>	<p>Materials purchased Autumn 2020</p>		
--	--	---	--	--

<p>across all phases have access to quality reading materials at all times.</p> <p>Purchase books to increase the number available ensuring pupils have access to an appropriate home reading book and/or library book at all times.</p> <p>Purchase phonic resources.</p>				
<p><i>Assessment across all phases in Mathematics show a need for a range of approaches to be used in an attempt to accelerate progress and increase outcomes.</i></p> <p>Many pupils struggled to engage with remote learning due to limitations on the devices available to them. Paper work packs were provided for individuals who did not have access to digital devices but a number</p>	<p>Pupils will make accelerated progress in Mathematics and close the gap, reaching ARE</p>	<p>Autumn-Spring</p>	<p>£2000</p>	

<p>of pupils were not able to access this work due to limited or no support at home.</p> <p>Action:</p> <p>To purchase a subscription to White Rose School Package and CPD modules.</p> <p>Purchase Numicon online Professional Development for Catch-up and Intervention.</p>				
<p><i>Providing additional resources for pupils who have EAL, new starters to school with little or no English. Pupils need initial assessment and daily tailored intervention to enable them to access day to day routines and begin to build up early English acquisition. Access at home and school.</i></p> <p>School would normally use internal support / intervention through an EAL TA. This member of staff is allocated to a year group</p>	<p>Pupils will make accelerated progress and engagement on English Literacy.</p> <p>Pupils will access support with some independence allowing adult support to be used elsewhere.</p>	<p>Autumn</p>	<p>£600</p>	

bubble and the movement of staff is restricted to reduce cross contamination. New pupils with little or no English in several year groups are depending highly on adult support in class making intervention for other pupils extremely difficult.

This resource will allow pupils to be assessed and to provide daily intervention and support with independence.

Action:

To purchase the subscription for an online EAL support programme ensuring pupils across all phases have access to daily support which will increase their confidence in language and enable some independence.

<p><i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. EEF Guidance</i></p> <p>For current curriculum statement see Appendix 1</p> <p>Action: Structured additional support through small group interventions across the school within and beyond the school day as appropriate (possibility of homework club with accessibility to mobile devices to complete homework activities.</p>	<p>Vulnerable groups identified across the school make accelerated progress in Phonics and reading</p>	<p>Autumn – Spring Progress reviewed termly</p>	<p>£1230</p>	
--	--	---	--------------	--

--	--	--	--	--	--

Year Group	Current Position/Catch Up Statement
EYFS	Support with phonics and early language acquisition / development.
Year 1	<p>Access to continuous provision to ensure ELG are met before access to National Curriculum objectives.</p> <p>Phonics support through Letters and Sounds to improve reading and spelling. A large group cannot identify all letter names and sounds, thus impacting on their reading and writing. Phonics assessments have shown that, although there are gaps, there is a clear cut off in learning from when schools closed in March. In maths, we are having to pick up the objectives which were not covered in Reception from March onwards.</p>
Year 2	<p>Phonics for a large number of children needs accelerated progress.</p> <p>The attainment gap between the HA pupils and the LA pupils has widened considerably. LA pupils struggled with the summative assessment of the Y1 curriculum. The MA group have had mixed results, possibly dependent on their engagement to on Google classroom, but results have been slightly more favourable in Maths – with objectives not covered in from March needing to be met and lots of number repetition.</p> <p>In Writing, the gap between HA and LA has been more noticeable.</p>

Year 3	<p>A number of HA children are working securely at expected levels. LA are working significantly lower than HA and it is unlikely they will reach the expected standard. The MA children are working below expectations, intervention and support from home could support pupils to reach expected standards.</p> <p>New additional EAL pupils are causing behavioural issues to no English or previous education.</p>
Year 4	<p>Year 4's have come back positively but are showing a vast drop in attainment across all areas. Basic skills in reading and number have suffered due to pupils not engaging in Google Classroom support. Accelerated progress all and small group intervention needed to move children on and secure gaps in knowledge.</p>
Year 5	<p>LA and a group of MA pupils have fallen significantly behind where they should be for their age group. Times Tables as a whole have suffered from lack of practice. Many children have performed well on initial AR assessments but lack reading stamina and it is evident that those who have not read regularly are behind with their knowledge of vocabulary. Pupils lack concentration and the urge to accelerate learning. Quality, small group intervention needed to move children on and to secure gaps in knowledge.</p> <p>Some pupils have returned to school requiring support with anxieties that result from the current global situation. Emotional support will be needed for these pupils in order for them to settle back into the classroom environment and approach their lessons with positivity and determination.</p>

Year 6	<p>Generally the attainment gap between the HA pupils and LA has widened significantly and the LA pupils have fallen significantly below the standard of their spring assessment - they are extremely unlikely to reach the expected standard without significant intervention. In most cases this is due to an inconsistent engagement with online learning during lockdown. HA pupils have maintained standards in Reading and Maths with MA falling between these boundaries depending on engagement with Google Classroom and attitude to learning.</p> <p>In English, the standard of reading fluency and comprehension for a group of boys (particularly white British) has fallen and regular reading and intervention will be required if they are to make gains (PiXL interventions, guided reading and targeted reading will be used to close the gap). Across the whole year group attainment in writing have dropped (weekly short burst writing sessions will be timetabled to improve this).</p> <p>In maths, recall of basic facts (particularly times tables) is a concern for the majority of pupils (excluding HA) and poses a barrier for the formal calculation processes that are a requirement at the end of KS2 (PiXL app to be utilised and Times Table Rockstars). LA pupils have fallen behind the level of their spring attainment and without small group intervention (TA/Teacher support, PiXL) will not make the gains required to maintain their rate of progress.</p>
---------------	--

Approval

Standards : Yes/No

If no, please state why.....

Signed : 14.10.20

Date : Nicky Jamalizadeh

Finance : Yes/No

Please note revised total to spend must be limited to £12,224 based on the requirement for an increased contingency of 20% (£3,056)

Signed : A Allen

Date : 14.10.20