



Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name : St. Edward's Catholic Primary School

2020-21 Academic Year

It is assumed that schools might prioritise a small number of approaches best suited to their context, balanced with the strength of evidence EEF Covid 19 Guidance: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Total Catch up funding £29,840

Plan to spend

Action	Intended outcome	Timescale	Cost	Impact
1. To purchase Bug Club Phonics Online.	<p>To support the teaching of phonics and provide online learning for homework and potential class closures.</p> <p>To make accelerated progress with reading based on Autumn term data. (Close any gaps)</p> <p>To support intervention with targeted pupils from Y3-Y6.</p>	Autumn Term	£599.00	

<p>To purchase resources to support the teaching of phonics throughout school.</p> <p>2. To purchase Bug Club reading books to supplement already existing schemes.</p> <p><i>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular</i></p>	<p>Materials purchased to support each phase of phonics. Materials to include games, flashcards, reading materials and puzzles</p> <p>To supplement current reading schemes with fully decodable reading books. Ensure that pupils' independent reading matches their phonics assessments.</p>	<p>Autumn Term</p> <p>Autumn Term</p>	<p>£350</p> <p>£3,314 (6 copies of each)</p>	
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<p><i>sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. EEF Guidance</i></p>				
<p>3. Purchase new handwriting scheme to be introduced from Foundation Stage onwards. (Letter-Join)</p> <p><i>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. EEF Guidance</i></p>	<p>To support pupils with developing a consistent handwriting style throughout the school.</p> <p>Close the gaps for identified pupils through consistent teaching and intervention.</p> <p>Links with phonics and spelling.</p>	<p>Begin November 2020</p>	<p>£556.80</p>	
<p>4. Small group targeted intervention for pupils throughout the school, where gaps have been identified.</p> <p>Supply teacher to cover the cost of releasing the class teacher to deliver that intervention</p>	<p>Vulnerable groups identified across the school make accelerated progress.</p> <p>Weekly class cover over a 6 week period for each year group.</p>	<p>Autumn – Summer Progress reviewed termly</p>	<p>£1,134 (6 weeks)</p>	

<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>5. Provide additional after school provision to meet the needs of individual/groups of children. Targeted support to close any identified gaps.</p> <p><i>(Additional transition support might include using assessment to identify areas where pupils are likely to require additional support EEF Guidance) In some cases, schools may consider extending the</i></p>	<p>Intensive work planned and delivered to groups and impact measured.</p> <p>Year group after school tuition provided by year group teachers.</p> <p>Tuition based on the needs of individual classes/pupils.</p>	<p>Autumn-Spring Term</p>	<p>Total £6,804 to cover each year group</p> <p>TBC</p>	
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<p><i>length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. However, to be successful, any increases in school time should be supported by both parents and staff. EEF Guidance</i></p>				
<p>6. Purchase of mobile technology (iPads) for pupils to allow access to online support and provision.</p> <p>7. Purchase of laptop to support intervention in 2 key areas of the school (KS1 and KS2)</p>	<p>Each year group is allocated their own allocation of iPads to allow pupils to access intervention/support throughout the school day and during additional academic support.</p> <p>To support teaching to targeted groups</p>	<p>Autumn-Spring</p> <p>Autumn</p>	<p>£300 per iPad</p> <p>£3,000</p> <p>£738</p>	

<p><i>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. EEF Guidance</i></p> <p>8. To purchase reading material for Y5/6 to support/challenge independent reading.</p>	<p>To further develop pupils' love of reading and to support/develop their reading skills.</p> <p>To develop a library for children to access independently</p>	<p>Autumn Term</p>	<p>£600</p>	
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Approval
Standards : Yes/No

If no, please state why.....

Signed : NJamalizadeh

Date : 14.10.20

Finance : Yes/No

Although no costs have been identified in point 5, there is still £7,914 remaining after a contingency of 20% for the summer term is taken into account, therefore I am satisfied that this should cover the cost incurred to deliver an after school tuition.

If no, please state reasons

Signed : Helen Dalby

Date : 23/10/2020

