



Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name : St Mary's Catholic Primary

2020-21 Academic Year

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

October census: 201 children R-Y6
 Total catch-up premium £16080
 Retention 20% (contingency) £3216

Impact of COVID 19 school closure on academic achievement and pupils mental health.

Low levels of social, emotional and physical development. Poor attendance. Poor language skills on entry to school. Complex family needs, including poor parenting skills, chaotic home circumstances, drug and alcohol misuse and domestic violence. Parents whose additional language is English or have limited communication skills. Limited access to a range of broad life experiences. Ability to implement self-regulation strategies.

“...there is no shame in acknowledging what teachers know best: children learn less when they are not in school. The consequences of the pandemic will be far reaching—for all children, but particularly for those from socially disadvantaged families. There have been wide disparities in engagement.” See Appendix 1

EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS

Action	Intended outcome	Timescale	Cost	Impact
Teaching and wholeschool strategies Supporting great teaching	To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged	Autumn - Spring	£4186	

<p><i>Great teaching is the most important lever schools have to improve outcomes for their pupils. (See Appendix 1)</i></p> <p>Pupil assessment and feedback</p> <p>Transition support</p> <p>Supply cover 1 day per week, to allow teachers appropriate time to plan an effective curriculum and provide high quality interventions in either small groups or on to one. Cover to be arranged through CER so a teacher is always available so children have consistency in teaching.</p>	<p>Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged</p> <p>Ensure that secure effective pedagogy meets individual pupil needs</p> <p>Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities</p> <p>Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum</p>			
<p>Targeted approaches</p> <p>One to one and small group tuition</p> <p>Intervention programmes</p>	<p>Structured additional support for small group interventions across the school both in school and also to extend the school day for all groups so they still retain a broad curriculum.</p>	<p>Autumn - Spring</p>	<p>£3381</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>Extended school time</p> <p>Supply cover 1 day per week, to allow teachers appropriate time to plan an effective curriculum and provide high quality interventions in either small groups or on to one. Cover to be arranged through CER so a teacher is always available so children have consistency in teaching.</p>	<p>Timetabling, so that interventions happen consistently, but do not have a detrimental impact on wider learning.</p> <p>Registered with the national catch-up tutoring programme</p> <p>https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time</p> <p>Registered with the NELI intervention programme</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/neli/</p> <p>Phonics Intervention programme, in conjunction with Teesside University and Dr Sally Neaum</p> <p>Targeted intervention for EY and KS1 children to develop propection, cross-</p>	<p>Spring - Summer</p> <p>Spring - summer</p> <p>Autumn - Spring</p> <p>Autumn - Summer</p>	<p>Not yet approved - use contingency funds</p> <p>£0</p> <p>£0</p> <p>£1950</p>	
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	laterality, dexterity and physical development skills to aid writing.			
<p>Wider strategies</p> <p>Wellbeing, mental and physical health.</p> <p>Sport is a major contributor to economic and social development. Its role is well recognized by Governments, including in the Political Declaration of the 2030 United Nations Agenda, which reflects on “the contribution sports make to the empowerment of women and of young people, individuals and communities, as well as to health, education and social inclusion objectives.”</p> <p>The latest Sport England data show 25 percent of homes on lower income are not doing any physical activity in their week, compared to 14 percent of their wealthier counterparts.</p> <p>Supporting parent and carers</p>	<p>Accredited Sports Coach to support the teaching of PE (Additional to Sports Premium funding)</p> <p>To ensure all children receive at least 2 hours, per week of high quality physical activity.</p> <p>After school sports club for Year 5& 6</p> <p>Staff after school sports club</p>	<p>Autumn 2 - Summer</p> <p>Autumn - Summer</p> <p>Autumn - Summer</p> <p>Spring - Summer</p>	<p>£1650</p> <p>£775</p> <p>£0</p> <p>£224</p>	

<p>To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources</p>	<p>PSA to liaise and support vulnerable families. Support with food, uniform and if necessary transport.</p> <p>Magic Breakfast Charity</p> <p>Funded breakfast</p>	<p>Autumn - Summer</p>	<p>£0</p>	
<p>Access to technology</p>				
<p>To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources</p>	<p>https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19</p>			
<p>Reading Books to support blended learning</p>				
<p>The research report, Book ownership and reading outcomes, found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level.</p>	<p>In the event of a bubble closure, KS2 children take home their class text to ensure remote learning can support reading and vocabulary development.</p>	<p>Autumn - Summer</p> <p>Autumn - Summer</p>	<p>£100</p> <p>£100</p>	
<p>Whole Class texts KS2</p>	<p>It is anticipated that some of these books will not be returned to school and therefore will need to be</p>	<p>Autumn - Summer</p>	<p>£399</p>	

Appendix 1 - EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS

Approval

Standards : Yes/No

If no, please state why.....

Signed : N Jamalizadeh

Date : 14.10.20

Finance : Yes/No

However the contingency needs to be 20% (£3216) spend in the plan is currently at £13,668, this needs to be reduced to £12,864 to allow for the correct contingency. This is a reduction of £804.

If no, please state reasons

Signed :

Date :

