



## Catch up Premium (C-19)

### Planned expenditure and Impact Statement

School Name: St Paulinus Catholic Primary School



2020-21 Academic Year

**Context:**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, Governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

**Rationale:**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St Paulinus Catholic Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions.

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/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/>

The following table outlines our intentional spend with a rationale accompanying each decision.

Total Catch Up Funding: Amount Based on October Census: 198 Children equates to **£15 480**

Planned Spend: **£12 410**

Retain 15% for contingency **£2322**

**Action Intended outcome Timescale Cost Impact 1. Quality First Teaching**

*‘Supporting great teaching*

*Great teaching is the most important lever schools have to improve outcomes for their pupils.’* Use extra adult intervention to carry our baseline checks and assessments and key skill progression throughout the school. By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period. Autumn Term Estimated 30 days £4860

Supply cover to be arranged through CER so a teacher is always available so children have consistency in teaching. Quality first teaching remains across the school despite pressures of COVID and on staff absence. Autumn and Spring Term

This will also include covering key Teaching Assistant posts to protect and enable bubbles to remain protected and isolated. **2. One to one and small group tuition:** All pupil groups catch up.

TA extra Support  
Y1-Y3  
£1248

*‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ EEF Guidance*

By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading progress. Ongoing Progress reviewed Termly

TA Extra Support in EYFS /Y1  
£500

3. Key Skills Extra Reading	4. Key Skills Maths		Additional resources needed
<p><b>Support Resources:</b></p> <p><i>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</i> EEF guidance</p>	<p><b>Support:</b></p> <p><i>'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.'</i> EEF Guidance</p>	<p>Children re-establish their love for reading with English Lead taking a key role in improving the quality of our books across class and school libraries as well as specific investment in phonics books for Y1-3 as gaps have been identified.</p>	<p>to ensure every pupil can have access to their own set of resources to support learning e.g. base 10, dice, counters etc.</p>
			<p>Autumn Term</p>
			<p>Spring Term</p>
	<p>Y1-3 have identified lots of gaps in the learning with key skills missed out. Deliver high quality Maths teaching using White Rose Maths with resources used to maximise gap understanding. Extra resources required to teach in current class environments including Y4-6.</p>	<p>All vulnerable children from all age groups will make accelerated progress within Maths so that thy close the gap to Age Related Expectations.</p>	<p>After establishing need purchase materials.</p>
<p>Increase the number of books available to the children so that children have more ready access to a range of books at appropriate level across the school.</p>	<p>All vulnerable children from all age groups will make accelerated progress within reading so that they close the gap to Age Related Expectations.</p>	<p>Children in vulnerable age groups will benefit from small group teaching and wider range of resources.</p>	<p>Autumn Term</p>

After  
establishing need  
purchase materials.  
£2000

WRM  
scheme  
already  
purchased.

£1000                      £2000

Nicholas Postgate Catholic Academy Trust: *Catch up premium strategy* St Paulinus Catholic Primary School 4

*Forming Lives Ready to Face the Future*

and less active over this time *and include a wide range of* wellbeing of all pupils.

it is even more essential that *activities such as sports,*

children are engaging in high *music and drama that*

### 5. Physical Education:

levels of physical activity and *children might have missed*

establishing good active *out on during lockdown. EEF*

*Focus on a wide range of  
outcomes, such as*

behaviours for later life. Two *Guidance*

Improved health and  
wellbeing of identified pupils  
across the school.

*confidence and wellbeing,*

teachers and daily 15 min of

*and include a wide range of*

exercise taught by sports

been written by Jigsaw and

*activities such as sports,*

coaches at Lunchtime.

will be implemented and

*music and drama that*

### 6. PSHE:

driven throughout the school Children should be physically

*children might have missed*

during the Autumn more active every school

*out on during lockdown. EEF*

term. This compliments the St day.

*Guidance*

*Focus on a wide range of*

Paulinus River to Recovery

Due to children being indoors

*outcomes, such as*

and the plan to use first

*confidence and wellbeing,*

half-term to check on

lunchtime each day

Autumn  
Term and ongoing  
from Sports Premium.

Improved wellbeing of pupils  
through re-establishing  
relationships within school.

Purchase equipment to assist  
in these key areas.

Autumn  
Term  
2020  
£1050

2 Sports Coaches at

£ 500

Scheme already  
purchased.

