



# Catch-Up Premium Plan

## St John Fisher Catholic Primary School

Summary information					
<b>School</b>	St John Fisher Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£15,600	<b>Number of pupils</b>	226

Guidance
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>

Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown. This is something that was more accessible for families due to the online library we provided and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
<b>Wellbeing</b>	<p>Children have missed varying amounts of time in school due to parental choice when schools offered a wider opening in June 2020 or because their year groups had not been prioritised. SEND children and those with a diagnosis of Autism have been affected at a deeper level due to disruption to routines and their increased needs for regular support. <a href="#">Mental health effects of school closures during COVID-19 - The Lancet Child &amp; Adolescent Health</a> Children may also have experienced feeling isolated and lonely, worries about the future. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing</p> <p><a href="#">Impacts of lockdown on the mental health of children and young people   Mental Health Foundation</a></p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Rationale	Chosen approach and anticipated cost	Desired Outcome and Impact	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Ensuring every teacher is supported and prepared for this year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable.</p> <p>???</p> <p>PHYSICAL RESOURCES???</p>	<p>Purchase membership to National College for all staff- provide a wide range of CP</p> <p style="text-align: right;">(£600)</p> <p>5 members of staff trained in coaching to support all teachers and TAs within school to make progress in their professional development. Release time for coaching sessions and opportunities to share good practice across the school</p> <p style="text-align: right;">(£1800)</p>	<p>Staff will have up to date CPD which will support their teaching and learning strategies</p> <p>Coaches will support all staff to identify and target their individual areas for development. They will also support staff to continue to make progress throughout the year (Achieving Your Potential)</p> <p>Quality First Teaching will improve and have a positive impact on outcomes.</p>	<p>MF</p> <p>MF</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p>	<p>At end of Autumn term 1, assessments based on previous school year Summer term tests used to provide a baseline and identify gaps. Assessments to be used at the end of terms for current year group as the year progresses. Gaps to be identified on RAPs and teaching/interventions adjusted accordingly</p> <p style="text-align: right;">(No new cost to school)</p> <p>Children to be given clear targets to work on through verbal feedback as well as written in books. TAS to use MITA training to support and challenge children during lessons</p> <p style="text-align: right;">(No new cost to school)</p>	<p>Teachers and TAs will have a clear picture of current attainment of their cohorts and where there are individual gaps in learning. Interventions can be targeted where there is most need.</p> <p>Children receive feedback in real time and are supported to recognise their mistakes or challenge to make further progress.</p>	<p>MBr</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Planning and providing transition support, such as running dedicated transition events— either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.</p>	<p>A virtual tour of St John Fisher Primary School filmed and shared for prospective parents or children new to school. Additional transition support provided where necessary through online/ face-to-face meetings as allowed</p> <p style="text-align: right;">(£500)</p>	<p>New starters and parents have a clear picture of the school and staff which will reduce anxieties and support a smoother transition into SJF.</p>	<p>MBr/ AM</p>	<p>Ongoing</p>

## ii. Targeted approaches

Rationale	Chosen action/approach	Desired Outcome and Impact	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>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 catchup approaches.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p> <p>Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>Extra teacher to be employed for Autumn term 2 to provide 121and small group support for Y1 to Y3 to close gaps identified through Autumn 1 testing and other assessments. Focus on reading skills and comprehension and gaps in basic skills in English and maths</p> <p>(£9700 for half term)</p>	<p>Gaps in learning are identified and targeted with our youngest children who have been most impacted by the loss of school during lockdown.</p> <p>Children will make rapid progress and be ready to access the curriculum for their year group.</p> <p>Teachers are able to move forward with the curriculum allowing children to meet EOY expectations.</p>	<p>MF</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>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.</p> <p>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 sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus</p>	<p>Read Write Inc Phonics online training package purchased and accessed by all KS1 teachers and Teaching Assistants to provide individual or 121 support for all Y1 and Y2 children and targeted Y3 children</p> <p>(£1125)</p> <p>First Class @ Number to be delivered to targeted children from Y1 – Y3</p> <p>(No new cost to school)</p> <p>10x DESTY licences to be purchased (in the first instance) to support children develop self-confidence, social skills and emotional resilience. 6-8 week programme to be delivered by trained staff from within school.</p> <p>(£800)</p>	<p>Children in Y1 learn to decode quickly and gaps are closed swiftly. High percentages passing Y1 phonics screening in June 21</p> <p>Children in Y2 are able to decode fully and pass the phonics screening before Christmas. This means they are able to access the Y2 curriculum fully and work towards EOY expectations</p> <p>Children with gaps English and maths in Y3 receive timely intervention and make rapid progress. They are able to access the Y3 curriculum more fully.</p>	<p>DM</p> <p>MBr</p> <p>VF</p>	<p>July 21</p>

<p>on particular groups of pupils with identified special educational needs or disabilities.</p>				
<p><u>Extended school time</u>  Rationale:  In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.</p> <p>There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.</p> <p>However, to be successful, any increases in school time should be supported by both parents and staff.</p>	<p>Some small group sessions after school led by class teachers. Children identified through class assessments and focus based on gaps</p> <p>(No new cost to school)</p>		<p>DM/ MBr</p>	<p>Ongoing</p>
			<p><b>Total budgeted cost</b></p>	<p><b>£11,625</b></p>

iii. Wider Strategies				
Rationale	Chosen action/approach	Desired Outcome and Impact	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic.</p> <p>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. 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.</p>	<p>Additional online learning resources will be purchased, such as Bug Club to support children reading (levels/bands) at home. (£1500)</p> <p>ePlatform also purchased for wider reading online opportunities (£1000)</p> <p>School purchased 9 licences for Zoom to enable live lessons for children isolating (either as a class or individually) (£1200)</p> <p>Set up Google Classroom for whole school (focus on KS2 to start) so that lessons and resources can be easily accessed and home learning activities can be returned to teachers (£500)</p>	<p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Enable all children to access live lessons and support through a sharing platform</p> <p>Resources will be easily accessible to parents and teachers are able to assess and feedback to children in a timely manner</p> <p>Impact of further lockdowns or isolation periods is reduced as remote learning package is highly effective.</p>	LM/ MF	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>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.</p>	<p>Purchase 30 laptops plus software and 2 trolleys. Laptops can be used by the children to support the curriculum. They can also be loaned to parents to support home-learning if needed. (£15000)</p>	<p>Impact of further lockdowns or isolation periods is reduced as remote learning package is highly effective.</p>	MBr/AM	<p>Feb 21</p> <p>Feb 21</p>
			<b>Total Budgeted Cost</b>	<b>£19200</b>

	<b>Total budgeted cost</b>	<b>£33,725</b>
	<b>Cost paid through Covid Catch-Up</b>	<b>£15,600</b>
	<b>Cost paid through school budget</b>	<b>£18,125</b>