

Catch-Up Premium Plan

St Benedict's Catholic Primary School

Summary information					
School	St Benedict's Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15360	Number of pupils	192

Guidance

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to year 11.

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.

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 curriculum expectations for the next academic year.</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 coronavirus (COVID-19) support guide for schools 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"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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
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	reflected in arithmetic assessments.																
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Writing	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. We have had to build up writing stamina again which had been negatively affected by the time off. Full assessments of writing did not take place in September but will do in January. At the time of writing, we would not consider any children to be at the expected level in writing for their year group but will have a more accurate picture in January.																
Reading	Children appeared to access reading during lockdown more than any other subject. 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. The bottom 20% of readers have been disproportionately affected.																
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Other Subjects	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. It is clear that we cannot catch up on all missed content in all subjects, in what is already a busy timetable. So we have prioritised Science and RE – there will be a week in the Summer term during which the sole focus will be Science and RE and the missed units will be taught at this point. In the other subjects, the focus will be on ensuring the key skills are covered throughout the years even if knowledge is not caught up.																

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				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> The core subjects will be planned with consideration to how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional 30 minutes per week for teachers to research and plan core subjects, in Autumn and Spring terms, Release time and additional cover will be required to facilitate the additional PPA. <i>(105 hours at a cost of £ 10 per hour = £1050)</i>		HM	Feb 21
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. B Squared assessment used for a wider group of pupils to guide teachers with smaller, incremental steps to give more precision teaching.	Use NFER tests in September, January and May to assess pupil attainment and compare to previous results. <i>(£3500)</i> B Squared licence extended for more users <i>(£250)</i>		CM	July 21
Total budgeted cost				£ 4800

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Children make accelerated progress in reading and maths	Additional adult support facilitates small group work and			
over the course of the year	targeted sessions Each class has at least 1 additional TA to support in the small group / 1:1 learning for 2 terms. Following tests in January, this structure of support will be reassessed and the TAs might be deployed in different ways. This is an additional cost of: 3 support staff - £19875		HM	Feb 2021
<u>1-to-1 and small group focus</u> Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	Use of Middy assistants to support with reading for core children each day For 2 terms <i>(30 hours per week at £10 an hour = 4500)</i>		HM TV	Feb 2021
<u>Intervention programme</u> Appropriate numeracy interventions, such Plus one power of 2 or Dynamo Maths supports identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Pre - existing interventions are utilised to save costs on training but extra licenses are purchased to allow use with more children.</i> <i>(£450)</i>		HM	Jan and May 2021
<u>Targeted Groups</u> Small focus maths and reading groups to target 6-8 children in each class to make accelerated progress so that they are at least back to pre-COVID attainment levels by Easter.	Teachers are running targeted maths or reading groups for the half an hour slots in the morning to give focussed attention to groups Days are extended by 30 minutes which means that teachers are entitled to 30 minutes extra PPA a week which will be covered by a TA/ teacher <i>(105 hours at a cost of £ 10 per hour = £1050)</i>		HM	Jan 2021
Total budgeted cost				£25875

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children have access to appropriate stationery and paper-	Books/stationary for some			

<p>based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Short video clips will be shared with parents which support them with their child's learning at home and helps them to reinforce key concepts</p>	<p style="text-align: right;">£300</p> <p style="text-align: center;"><i>Cost to cover teachers to film</i></p> <p style="text-align: right;">(£350)</p>		<p>HM</p>	<p>Feb 21</p>
				<p>£650</p>
Total budgeted cost				<p>£31325</p>
Cost paid through Covid Catch-Up				<p>£15360</p>
Cost paid through school budget				<p>£15965</p>