

## Catch-Up Premium Plan Holy Spirit Catholic Primary School

Summary information					
<b>School</b>	Holy Spirit Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 8650	<b>Number of pupils</b>	201

### 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.

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
--------------	---------------------

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. A new calculations policy was developed in September 2019 by the Maths lead but due to Covid, was never fully embedded. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in mini fluency lessons before the main mathematics teaching which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives within class but this is challenging for Holy Spirit as there are many children who are below their peers Nationally due to the school situation pre September 2020, low entry and the missed learning time due to the 2020 lockdown.</p> <p>The majority of children still show the desire to learn maths. However they are quite simply, 'behind'. Lockdown has affected some children's attitudes to learning across Y1-6 and this 2021 lockdown may well impact similarly on the return due to children settling back into school.</p> <p>Recall of basic skills has suffered as school were working on this last year before the first lockdown. This then hampers efficiency and resilience when applying their mathematics.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as mathematics but Holy Spirit children were behind their peers locally and nationally for the reasons stated above. 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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Writing stamina was an issue that was being worked upon before lockdown 2020. Children were taught grammar as discrete teaching rather than embedded within the writing application process. Handwriting was really affected during lockdown as was spelling work.</p>
<b>Reading</b>	<p>Children were offered reading activities during lockdown one but the take-up was sporadic. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week towards the end of Term 2 2020 identified those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p> <p>During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via the remote learning portal on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children. The English read has created a reading spine that has been approved with some flexibility as we constantly evaluate our provision.</p> <p>Reading is the number 1 priority this academic with £8000 investments in new books, library refurbishment and re-launch, investment in training from Maddy Barnes and Accelerated reader to support home/school reading progress.</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. The standard of work in books varies as the gaps in basic skills have hampered access to the wider curriculum. There is a strong curriculum model in place but due to lockdown(s) this has not had a chance to be embedded.</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**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>School has employed Maddy Barnes as our English consultant to train and develop staff in the teaching of reading and writing across school. Subject leader to be given time to support other staff. Holy Spirit have also joined the St Helens maths hub and staff are receiving training from expert teachers. Mathematics lead to be given time to support other staff.)</p>	<p><b><i>Additional time for teachers to research and plan. Release time and additional cover will be required to facilitate the additional PPA. MOB to cover if necessary.</i></b></p> <p><i>(£3,000 – this will not come from catch up money as already budgeted within school.)</i></p>		SLT LC KH	July 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers to work in teams, with support from SLT and wider expertise, to develop a very clear understanding of what gaps in learning remain in mathematics and English : use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the O Track Assessment Complete termly tests and record assessments on O Track to identify gaps an on Insight to track performance. Staff to be trained in O-track</i></b></p> <p><i>(£900 – not from catch up money either but will impact on the core identified groups progress.)</i></p>		SLT All teachers	Dec 20 April 21 July 21
<p><u>EYFS</u></p> <p>EY2P consultants have visited school and will work alongside the experienced staff to further develop the provision. The children enter with skills below National due to the local challenges. The children in Reception have missed a substantial part of their early learning due to lockdown one and the same has applied with the third lockdown in 2021. EY2P is also advising school on improvements in Y1/</p>	<p><b><i>Support for staff with creating thematic areas within the classroom and improving the use of the outdoor areas. Advice with planning to creative opportunities to accelerate progress and maximise the time/space/staff in the Holy Spirit EYFS unit .</i></b></p> <p><i>(£600 from other school funding source.)</i></p>		SLT DD FOD LK	Ongoing
<b>Total budgeted cost from catch up funding</b>				<b>£0</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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.	<b><i>English lead will lead the high profile reading this year and work with SLT to track progress of the distinct groups identified by school data. TJ appointed as 'Catch up teacher' and distinct groups identified by class teachers and MOB.</i></b> <b><i>(£4.300)</i></b>		SLT KH TJ (Teachers)	April 21 July 21    Feb 21
<u>Intervention programme</u> An appropriate bespoke mathematics intervention will support those identified children in reinforcing their understanding of basic maths skills and application of number. For older KS 2 children, application of skills for the more able children who have fallen behind due to COVID lockdown (s).	<b><i>T Johnson appointed due to experience with all year groups and expertise across alternative and mainstream provision. 3 days per week. A non classed based teacher will deliver catch up programmes for x1 day a week in KS2 later in the year (MOB) through years 4,5,6.</i></b> <b><i>(£4,300) MOB – cost neutral.</i></b>		SLT TJ LJ	April 21 July 21
			<b>Total budgeted cost</b>	<b>£8600</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  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.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<b><i>Additional online learning resources will be purchased, such as TT Rockstars, Education City, Spelling Shed, Purple Mash are used to support children at home.</i></b> <i>Funded though other budget sources.</i>  <b><i>2-week home-learning paper packs are printed and ready to distribute for all children. Learning mentor and teachers to deliver home learning packs to vulnerable children.</i></b> <i>Funded though other budget sources.</i>		SLT CP	Feb 21 July 21
			SLT	Feb 21 July 21
<u>Access to technology</u>  During the catch-up extended school provision, children who require access to additional devices (or a device) so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers have laptops that are equipped with cameras and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<b><i>Government technology scheme has provided us with 32 computers and local safeguarding team has provided us with one. Software and Safeguarding management being addressed through SLA with school infrastructure provider.</i></b> <i>Funded though other budget sources.</i>  <b><i>Staff have already received See-Saw training. Staff to receive further training on Google classroom to further improve the remote learning offer from Holy Spirit.</i></b> <i>Funded though other budget sources.</i>		SLT	Feb 21
			SLT	Feb 21
			<b>Total budgeted cost</b>	
			<b>£ 8600</b>	
			<b>Cost paid through Covid Catch-Up</b>	
			<b>£8600</b>	