



## St Joseph's Catholic Primary School, Exmouth

## Catch Up Premium Plan

<b>Academic Year</b>	2020-2021	<b>Total Catch-Up Premium</b>	£13,760	<b>Number of Pupils</b>	168
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### 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 From Reception to Year 6.

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

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.

#### EEF Recommendations

The EEF advises the following:

##### Tier 1: Teaching and whole school strategies

- Supporting quality first teaching
- Pupil assessment and feedback

##### Tier 2: Targeted approaches

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

##### Tier 3: Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown	
<b>Early Language Development</b>	For some of our disadvantaged children they have missed out on quality verbal interactions. This has resulted in a delay in speech and language skills.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential time practising writing skills. Gaps specific knowledge has suffered, that coupled with lack of practise has led to lack of accuracy, fluency and stamina in writing.
<b>Reading</b>	<p>Children's access of reading has varied hugely at home with some do very little reading at home. During the Spring 2021 books were offered by school but the offer was not always taken up. As a result children are less fluent in their reading and the gap between those children that read widely and those children who don't has increased. Early reading and phonics has shown to be particularly affected.</p> <p>Without the daily in-school contact with staff, reading at home has been limited particularly for some of our disadvantaged children.</p> <p>Those children who are early in their reading learning have noticeably stalled or regressed in their phonetical understanding to support progress and attainment in reading.</p>
<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 fluently recall facts including times tables and have forgotten previously taught calculation strategies. This is reflected in arithmetic assessments and AfL.</p>
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have not been covered 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. Whilst key objectives can be covered, coverage can not be as full.
<b>Well being</b>	<p>For a minority of children a return to full time schooling has presented some challenges.</p> <p>There is evidence of heightened anxieties; some difficulties with socialising; previously established routines are forgotten and children are tired with coming back into fulltime school.</p> <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 able to fully return. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing.</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>Ensuring quality first teaching:</u></p> <p>Staff to consolidate elements of practice essential to effective phonics teaching: to ensure consistency in delivery, subject knowledge and ways of ensuring no child falls behind. Children to ‘catch-up gaps in phonic knowledge.</p> <p>On-going review of the quality of teaching of phonics will take place to ensure that all appropriate action is taken to ensure that the teaching of is of the highest standard.</p>	<p>The school has subscribed to ‘Sound! Start Phonics for Letters and Sounds’ online training package – for teachers and teaching assistants. This includes:</p> <ul style="list-style-type: none"> <li>• A comprehensive training package specific to the Letters and Sounds programme.</li> <li>• Six training units covering an in-depth exploration of the programme including progression through the programme, the structure of lessons and key considerations for applying phonic knowledge and skills.</li> <li>• Each unit includes a video tutorial and a linked follow-up task.</li> </ul> <p>Sound! Start Phonics for Letters and Sounds - £350</p>	<p>Staff teaching daily phonics lessons or delivering interventions can ensure children make accelerated progress following the extended school closures.</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. This means they are able to access the Y2 curriculum fully and work towards EOY expectations.</p>	<p>SO</p> <p>Class teachers</p>	
<p>Children are able to access high quality reading resources in school and at home closely matched to phonics teaching and learning. Children to ‘catch-up’ gaps in reading and phonics.</p> <p>Ongoing monitoring of early reading and phonics to ensure teaching/learning and books match.</p>	<p>Purchase of phonetically decodable books, matching Letters and Sounds programme – some physical books and some online so children have access to high quality books in school at whilst at home.</p> <p>Children are able to practise their phonics/reading and fluency at home as well as at school.</p> <p>Early Reading is the priority to enable readers to make rapid progress in all areas.</p> <p style="text-align: right;"><b>£5,563</b></p>	<p>Children in EYFS and KS1 learn to decode quickly and gaps are closed rapidly.</p> <p>Children are reading at ARE and more evidence of children reading at home.</p> <p>Data will show an increase in reading age from baseline.</p>	<p>NTB</p> <p>SO</p> <p>Class teachers</p>	

<p>Staff to have access to quality planning resources for reading including variety of quality texts. Planning for reading and writing is cohesive and consistent throughout the school looking at addressing and closing gaps in reading and writing.</p> <p>Children who have fallen behind in reading and writing to 'catch-up' to ARE.</p> <p>Ongoing monitoring of reading and writing to ensure quality of delivery.</p>	<p>Purchase of 'Power of Reading' CLPE resource – ensuring quality texts and planning are used consistently across the school.</p> <p>Children accessing quality texts and teaching ensuring gaps are closed rapidly.</p> <p>Power of Reading, CLPE - <b>£350</b></p>	<p>Children who have fallen behind from year 1-6 make rapid progress 'catching-up' in reading and writing.</p> <p>Children 'catch-up' to at least ARE</p>	<p>NTB SO Class teachers</p>	
<p>Staff to have access to quality maths planning and assessment resources for children to access at home and in school. Planning for maths is cohesive and consistent throughout the school looking at identifying and closing gaps in maths.</p> <p>Children who have fallen behind in maths quickly identified and targeted to 'catch-up' to ARE.</p> <p>Ongoing monitoring of maths to ensure quality of delivery.</p>	<p>Purchase of White Rose Maths to support maths catch-up in class and at home.</p> <p>White Rose Maths programme to ensure quality resource for teachers to deliver quality first teaching planning and assessment in Maths.</p> <p>White Rose Maths - <b>£199</b></p>	<p>Children who have fallen behind in year 1-6 make rapid progress 'catching-up' in maths.</p> <p>Children 'catch-up' to at least ARE</p>	<p>NTB SO Class teachers</p>	

## ii. Targeted approaches

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><b>1-to-1 and small group tuition</b> Targeted interventions for RWM in KS2 run by experienced teaching assistants. Gaps in learning are identified, targeted and closed.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may be delivered one to one or in small groups, will be necessary to close gaps.</p> <p>Online programmes will be used to consolidate a specific need, such as basic arithmetic, oral language skills or aspects of reading,</p>	<p>Experienced teaching assistants running 1:1 and small group interventions supporting children in RWM to close identified gaps in learning Technology will support class teachers in the management of their class and teaching so that:</p> <ul style="list-style-type: none"> <li>• Pupils can have targeted practice and support to consolidate learning. A particular focus for interventions will be literacy and numeracy.</li> <li>• Class teachers are able to support individuals or small groups in pre/ post teach sessions or with target work to identify and close gaps.</li> </ul> <p>Teaching assistant time – <b>£2376</b></p>	<p>Children with gaps in English and maths receive timely intervention and make rapid progress.</p> <p>Teachers are able to move forward with the curriculum allowing children to meet EOY expectations.</p> <p>Children in KS2 make rapid progress to at least ARE in RWM.</p>	NTB	
<p>Gaps in speech and Language communication identified, targeted and closed.</p> <p>In order to support pupils who have fallen behind children in EYFS to have access to quality Language intervention to close the gaps.</p> <p>Children to be able to communicate effectively and make progress alongside side their age related peers.</p>	<p>To boost Early Language development and close identified gaps the School has bought the Nuffield Early Language Intervention programme.</p> <p>Children are able to access quality intervention closing gaps in vocabulary.</p> <p>Nuffield Early Language Intervention - <b>£500</b></p>	<p>Children in EYFS make rapid progress, closing gaps in speech and language development.</p>	SK	
<p>Gaps in children’s fluent recall of times tables has been identified across KS1 and KS2.</p> <p>In order to support pupils who have fallen behind children are to have access to quality online programme to close the gaps.</p> <p>Children to be able to fluently recall their times tables and make progress alongside side their age related peers.</p>	<p>In order for children to improve fluency the online programme Times Tables Rock Stars has been purchased. This can be used at home and in school.</p> <p>Children can use the programme independently and it reports progress to teachers who can then tailor the programme to suit the individual needs.</p> <p>Times Tables Rock Stars - <b>£190</b></p>	<p>Children from Year 2-6 make rapid progress with times tables recall.</p>	CR	

### iii. Wider Strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to technology</u> As all pupils return to schools, technology could also be valuable; for example, by facilitating the management of 1:1 or small group teaching or intervention including IXL, AR, Nessy, TTRS</p> <p>There is parity of learning between our disadvantaged and non-disadvantaged children, whether at home or in school.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Google Classroom will be used across the school so that lessons and resources can be easily accessed and home learning activities can be returned to teachers.</p>	<p>To increase the number of devices available for online working, targeted tuition and to support interventions. Extending provision for high quality one to one and small group tuition as a catch-up strategy. Tuition will focus on the areas where pupils would most benefit from additional practice or feedback. Technology will facilitate access to online tuition and intervention programmes designed by class teachers. By using the premium in this way, rather than employing temporary staff, its impact can have longevity.</p> <p>Supporting pupils' access to technology is an important factor affecting the extent to which they can learn effectively at home. All pupils will be able to access home learning if having to self-isolate and continued learning can take place.</p> <p>Chromebooks - <b>£1196</b></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>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>	NTB	
<p><u>Access to support for parents/children</u></p> <p>SEMH teacher to support children and families whose well-being has suffered due to Covid lockdown. Children will be supported so they can quickly get back to focusing on learning. Families will be supported so anxiety is reduced.</p>	<p>SEMH teacher to work 1:1 and in small groups supporting children with their mental wellbeing.</p> <p>SEMH teacher working with families to support them with pastoral care and offering support/ideas on support with parenting, finance, housing etc</p> <p>SEMH teacher – ME - £23.41 per hour including on casts - <b>£3036</b></p>	<p>Children have good mental health and are able to access learning.</p> <p>Attendance will be good across the school.</p> <p>Families are supported to ensure home environment is positive for the children.</p>	NTB SK	

