



Our Lady's Catholic Primary School

COVID-19 Catch Up Premium 2020-2021

Summary Information			
Academic Year	2020-2021		
Total catch-up premium	£21,760	Number of pupils	297
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 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.</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 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 School Closure	
Quality of Education	
Reading	<p><u>Phonics and Early Reading</u></p> <p>The vast majority of children in Early Years and Key Stage 1 accessed online phonics teaching during the lockdown. However, gaps formed in their ability to translate their knowledge into reading fluency and therefore, additional teaching of Phases 2-5 is essential for catch-up for children in Reception and Key Stage 1.</p> <p><u>Reading</u></p> <p>Children accessed reading during lockdown more than any other subject and our initial assessments reveal that there are significant gaps in Key Stage 1 and Year 3. The bottom 20% of readers and disadvantaged pupils are less fluent in their reading and the gap between those children that read widely and those children who do not, has now increased.</p>
Writing	<p>The first unit of writing would suggest that some children have lost essential practising of writing skills. 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 did not 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. There is also a noticeable difference in the neatness of handwriting and general presentation of children's workbooks, particularly in Key Stage 1 and Lower Key Stage 2.</p>
Maths	<p>Although 90% of children interacted with Class Dojo over the lockdown period, specific content has been missed in most year groups, leading to gaps in learning and stalled sequencing of learning. Children are still enthusiastic in maths lessons and lockdown has not affected their attitudes however our baseline assessments indicate that disadvantaged children in Year 5 and 6 are in need of significant support.</p>
Creative Curriculum	<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>
Personal Development	
Social Skills	<p>On return to school, children were delighted to interact with their friends and very much enjoyed social time together. However, some children found it difficult to play with their friends to the same level of RUAH play that was seen before school closure. Children's language and their ability to hold conversations were also affected.</p>
Listening and Attention	<p>Class teachers reported a significant decline in children's listening and attention span during lessons. Prior to lockdown, all were in good routines of listening, focus and attention during lessons. When children returned to school, their focus and engagement during lessons had declined and children found it harder to concentrate, which prior to school closure, would not have been a problem.</p>
Behaviour	
	<p>Children's behaviour has always been very good. During the period of school closure, some children formed behaviours that were different to our RUAH culture that we have in school. Teachers have recorded a slight rise in friendship issues alongside a change in learning behaviours in the classroom.</p>

Planned Expenditure						
	<i>Teaching and whole-school strategies: £10,000 allocated</i>					
	Intent	Implementation	Cost	Staff lead	Review date	Impact
Reading	To improve quality first teaching of phonics in Early Years and KS1.	<ul style="list-style-type: none"> Phonics Training by external consultant. Purchase additional phonics resources for Letters and Sounds. 	£2,000	F Molloy	January 2021	<ul style="list-style-type: none"> 3x phonics training sessions by Lesley Clarke in October 2020, all staff in EYFS and KS1 attended. Smart Kids fully decodable phonics books purchased for Phase 2 and 3. Good engagement from parents who re-enforced the phonically-decodable books at home. 40% of children made at least 2 steps of progress (Target Tracker) in the autumn term.
	To improve children's depth of reading.	<ul style="list-style-type: none"> Provide high-quality texts for whole-class guided reading. 	£4,000	F Molloy	July 2021	<ul style="list-style-type: none"> All children have access to copies of high-quality texts and their levels of engagement has improved. Children regularly requested for class teachers to continue reading the class text. Language and vocabulary from the texts were starting to be included in independent writing.
Writing	To improve the standard of writing across the school.	<ul style="list-style-type: none"> Training for all staff on standards in writing and implementing successful SPAG into learning journeys. 	£1,000	F Molloy	July 2021	<ul style="list-style-type: none"> Consistent approach to teaching writing through Learning Journeys or Expanded Success Criteria. Children's stamina for writing starting to increase. 80% of children made 2 steps of progress despite the second school closure.
Maths	To improve children's use of maths equipment in lessons.	<ul style="list-style-type: none"> Maths review by maths consultant. Training for all staff on use of equipment by maths consultant. 	£1,000	T Davies	December 2020	<ul style="list-style-type: none"> Maths review showed gaps in knowledge and ECTM progression statements given to all teachers to use for planning and identifying gaps. All teachers received training on using maths equipment, particularly bar modelling.
		Total budgeted cost				£ 8,000
		<i>Funds carried over to 2021-2022</i>				£2,000

Planned Expenditure						
Targeted Approaches: £10,000 allocated						
	Intent	Implementation	Cost	Staff lead	Review date	Impact
Reading	To improve children's phonics knowledge in Y1 and Y2 so at least 80% of children pass the Phonics Screening.	<ul style="list-style-type: none"> Small phonics groups 5x weekly led by HLTAs, TAs, AHT and HT. 	£1,500	Aurnia McCarthy	January 2021	<ul style="list-style-type: none"> 84% of children passed the phonics screening check in December 2020. Children who did not achieve the phonics screening will continue to receive targeted support.
	To improve children's phonics knowledge in Reception so at least 70% of children are ready for Phase 5 in Year 1.	<ul style="list-style-type: none"> Small phonics groups 5x weekly led by HLTAs, TAs, AHT and HT. 	£1,500	Jo Rooney	July 2021	<ul style="list-style-type: none"> 72% completed Phases 2, 3 and 4 by the end of Reception.
Personal Development	To improve children's learning through play in Reception.	<ul style="list-style-type: none"> Develop the outside area by purchasing a new mud kitchen, construction area and tools for writing. 	£5,000	Jo Rooney	September 2021	<ul style="list-style-type: none"> Children's learning and engagement has improved and their ability to play co-operatively has increased. Children are constantly engaged in activities that are linked to curriculum topics and based on familiar stories.
		Total budgeted cost				£8,000
		Funds carried over to 2021-2022				£2,000

Planned Expenditure						
	<i>Wider Strategies: £1,760 allocated</i>					
	Intent	Implementation	Cost	Staff lead	Review date	Impact
Personal Development	To provide nurture and support for children's social skills and behaviour for learning.	<ul style="list-style-type: none"> • RUAH groups with specialist TA. • Groups: 2xKS1, 1xY3&4, 2xY5&6 	£800	Carl Spackman	July 2021	<ul style="list-style-type: none"> • Targeted children improved their social and interaction skills by participating in smaller nurture sessions. • Focus and attention during lessons improved.
		Total budgeted cost				£800
		Funds carried over to 2021-2022				£960

Total funds carried over to 2021-2022: £4,960