



# COVID-19 Catch-up Premium Plan

## St Philomena's CP School

### Summary information

<b>School</b>	St Philomena's Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 16,400	<b>Number of pupils</b>	207

### Context of the school and rationale for the strategy (With specific reference to the impact of COVID-19)

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

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.

### Education Endowment Foundation (EEF) Recommendations

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

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 more than any other subject. This is something that was more accessible for families 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. The bottom 20% of readers have been disproportionately disadvantaged however these were a focus group for us prior to lockdown.</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>

**Planned expenditure** - The headings below are grouped into the categories outlined in the EEF'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 foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b>  <b>(£500)</b>		VM	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 giving a greater degree in confidence and accuracy of assessments.	<b><i>Explore use of IDL Assessment scheme to specifically track the attainment and progress of our focus groups from each year group.</i></b>  <b>(£ 400)</b>		CB	July 21
<u>Well-being approaches for children</u> Children to benefit from learning outdoors. Environmental /Forest school based learning is proven to raise self-esteem, social and physical skills and promote self-confidence.	<b><i>Every class to experience 3 x half days of environmental learning using the resources available on school site. Delivered by Sue Houghton ( £ 150 per day – 2 sessions)</i></b>  <b><i>To include purchase of additional wellingtons/waterproofs for those children who need them.</i></b>  <b>( £3450)</b>		BB SLT	
<b>Total budgeted cost</b>				<b>£ 4350</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Small group support programme</u> Targeted numeracy and literacy support across all year groups .To be delivered in small groups lead by Class Teacher	<i>Regular supply teacher (GB) to cover classes while Class Teacher delivers support to small group (for two terms)</i>  <i>(£ 7000)</i>		VM	July 21
Total budgeted cost				£ 7000

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.	<i>Additional online learning resources will be purchased, such as Serial Mash to support children reading at home..</i>  <i>(£ 200)</i>  <i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>  <i>(£ 500)</i>		RW  SLT	Feb 21  Feb 21
<u>Access to technology</u>  During the catch-up small group support, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>School to purchase 6 x HP Pavilion laptops</i>  <i>(£ 3600)</i>		JW	Feb 21

Summer Support NA				
Total budgeted cost				£ 15,650
			Cost paid through Covid Catch-Up	£ 15,650