



*St Gregory's Catholic Primary School*  
*'Walking Together in the Light of the Lord'*

## Catch-Up Funding 2020-21

### Summary information

<b>School</b>	St Gregory's Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£24,080	<b>Number of pupils</b>	335

### Guidance

Children have experienced unprecedented disruption to their education because 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 years reception through to 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><i>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.</i></p> <p><i>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</i></p> <p><i>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</i></p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> </ul>
<p>We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery and our school Recovery Plan is central to this:</p>	<ul style="list-style-type: none"> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<p><b>Maths</b></p>	<p>Specific content has been missed, leading to gaps in learning. Recall of basic skills has suffered – Some children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.</p>
<p><b>Speaking &amp; Listening</b></p>	<p>The number of EYFS pupils entering school with speech and language concerns has increased. Pronunciation, sentence construction, understanding and the general ability to speak in sentences are the main areas of concern.</p>
<p><b>Writing</b></p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling, plus handwriting 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>	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 missed phonic teaching has caused significant delay.
<b>Non-core</b>	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.
<b>Catch Up Funding Premium Priorities</b>	
<b>Priorities</b>	<ol style="list-style-type: none"> <li>1. Through formative assessments identify gaps in learning which will be addressed through quality first teaching.</li> <li>2. Through GL Assessment identify baselines and use information for targeting needs.</li> <li>3. Identified pupils will receive targeted support to 'keep up' and 'catch up'.</li> <li>4. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. <i>(Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.)</i></li> </ol>

**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 teaching:</u>  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.	<p><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></p> <p><i>(Cost already allocated in the existing budget)</i></p>		Subject Leaders	March 21

<p><u>Supporting assessment and feedback</u></p> <p>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.</p>	<p><b>Staff CPD on the forms of formative assessments. CPD to implement GL Assessment</b></p> <p><b>Welcomm to be used to identify gaps in Language acquisition- EYFS</b></p> <p>Targeted <b>GL assessments in Reading, English and Maths</b></p> <p>Costs subsidised <b>by £1000</b> of Catch up fund. Rest from School Budget</p>		HT	March 21
Gaps in learning identified and addressed.	<p>Purchase additional resources in support of targeted intervention:</p> <ul style="list-style-type: none"> <li>• On Track Maths purchased - £650</li> <li>• Treasure House Comprehension Books - £400</li> <li>• Rapid reading and Rapid Maths programmes £1400</li> <li>• RWI Reading material- £140</li> <li>• Power of reading part funded- £350</li> </ul> <p><b>Total allocated £2940</b></p>	<p>Materials have been purchased and Power of Reading disseminated to staff.</p> <p>Rapid Reading had begun before 2<sup>nd</sup> Lockdown.</p>	HT	Jan 21
<b>Total budgeted cost (catch up funding)</b>				<b>£3940</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</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.	<b><i>Additional opportunities for pupils to read daily 1:1 or as a small group- TAs and HLTAs (Cost already allocated in the existing budget)</i></b> Rapid Reading Programme in place in KS2		English Leader / AssistantHead	Feb 21

<u>Intervention programme</u>  Speech and Language intervention, such as NELI to support pupils spoken language	<b><i>Application for this programme has been accepted.</i></b>  <b><i>Staff within EYFS phase are trained and they are able to deliver the intervention confidently</i></b>  <b>£200 to cover staffing costs</b>		Assistant Head/ EYFS Team	Feb 21
<u>Extended school time</u>  Identified children are able to access a weekly catchup sessions with teachers. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<b><i>Pupils will be identified for Maths and English Catch up sessions .</i></b> 6 sessions x 6 week block = £1680 (Autumn 2) 6 sessions x 6 week block = £1680 (Spring 1) 6 sessions x 6 week block = £1680 (Spring 2) 6 sessions x 6 week block = £1680 (Summer) <b>Total £6720</b>	Spring 1 sessions did not take place due to another Lockdown.	SLT	Ongoing Termly Review

<p><u>Additional Class Support</u></p> <p>Year groups identified via assessments to access additional support from a class teacher for maths and English. The attainment of the pupils in those year groups improves and the effect of lockdown is becoming negated.</p>	<p>1-1 Phonics tuition given to those where Read Write Inc. assessments support this.</p> <p>Costed within school budget</p>	<p>Assessment show that many children have made strong progress in Phonics. RWI assessments can track individual needs and groups are organised based on need. However due to Bubbles still being in place, the aim is to group only within the same class.</p>	<p>Phonics Lead</p>	<p>Ongoing Half-Termly Review</p>
<p><u>Additional Class Support</u></p> <p>Year groups identified via assessments to access additional support from a teaching assistant. The attainment of the pupils in those year groups improves and the effect of lockdown is becoming negated.</p>	<p>HLTAs timetabled for catch up support/Targeted children both 1-1 and small groups focussing on reading and writing primarily</p> <ul style="list-style-type: none"> <li>• Rapid reading</li> <li>• Intensive 1-1 reading support</li> <li>• Targeted support with specific objectives.</li> </ul>	<p>HLTA Timetables have been very much driven by being within the class during teaching time and then taking a group for focussed study.</p>	<p>HT</p>	<p>Feb 21</p>
<p style="text-align: right;"><b>Total budgeted cost (catch Up funding)</b></p>				<p><b>6920</b></p>

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.	Use of additional online learning resources will be developed, such as Oak National Academy and BBC Bitesize. Likewise, pupils will be supported in using all existing online resources. <ul style="list-style-type: none"> <li>• Purple Mash Platform. Easy user guide shared with parents</li> <li>• IXLPlatform</li> <li>• Logins reissued and frequent reminders given</li> </ul> <b>IXL Costs £2000 catch up to subsidise costs</b>	This is all in place and very much central to the home learning experience.	SLT	Dec 20
<u>Parental Engagement</u>  Parents are kept informed about their child's progress and what they are learning	Communication with parents is extremely important. Parents are reminded of the ways to communicate with the school. The school has ensured parents are kept informed : <ul style="list-style-type: none"> <li>• Year group letters</li> <li>• Curriculum overviews</li> <li>• Phone call Parent Teacher Consultations</li> <li>• Tapestry</li> </ul> <i>(Cost already allocated in the existing budget)</i>		Office staff	Jan21

<p><u>Access to technology</u></p> <p>For those pupils self isolating and finding it difficult to access technology, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities if working from home.</p>	<p>Provide additional chromebooks to substitute the possibility of adding to those provided by the DfE. £270 each</p> <p><b>£1500</b></p>	<p>5 new Chrome Books arrived in March. There was a 3 month wait on these. In addition however we managed to secure 35 new laptops as part of the DfE allocation.</p>	<p>IT team</p> <p>IT team</p>	<p>March 21</p> <p>July 21</p>
<p><b>Total budgeted cost (catch up funding)</b></p>				<p><b>£14,360</b></p>
		<p>Once reviewed March '21 further additions will be made.</p>		
		<p><b>Cost paid through Covid Catch-Up</b></p>		
		<p><b>Total</b></p>		