



Catch-Up Premium Plan

St. Mark's Catholic Primary School

Summary information

School	St. Mark's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,880	Number of pupils	207

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 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

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 Education Endowment Foundation 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

Maths	<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. There are clear gaps in children's knowledge on Fractions.</p>
Writing	<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. Gaps in children's knowledge of grammatical vocabulary have been identified. Those children who evidently didn't write much during lockdown 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>
Reading	<p>Children accessed reading during lockdown. 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 affected. Assessments have identified whole school issues with children's understanding of vocabulary and inference skills.</p>
Non-core	<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 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>Support for pupils to catch up on any missed learning due to partial school closure March-July 2020.</p>	<p><i>Addition teacher in KS1 Sept – Oct 2020. Accelerated progress for groups of learners achieving below the expected level.</i></p> <p style="text-align: right;"><i>(£6,900)</i></p>		RM	Autumn 1
<p>Appropriate resources for KS2 pupils who have a low reading ability.</p>	<p><i>High interest/low challenge reading books purchased for KS2 pupils. Pupils interests and engagement in reading will increase leading to accelerated progress.</i></p> <p style="text-align: right;"><i>(£500)</i></p>		LF/AD	Autumn 1
<p>Closely match pupils home reading experiences with their phonics class teaching</p>	<p><i>Purchase reading books for EYSF and KS1 linked to Read Write Inc Phonics scheme. Pupils will have accelerated progress through Phonics Knowledge within the Read Write Inc Scheme.</i></p> <p style="text-align: right;"><i>(2,700)</i></p>		JS	Autumn 2 Spring 2 Summer 2
<p><u>Teaching 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><i>Use of NFER termly tests in reading and maths. Analysis of results will provide teachers with areas to focus on the following term.</i></p>		LF	Autumn 2 Spring 2 Summer 2
Total budgeted cost				£ 10,100

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Small group tuition</u></p> <p><u>Reading</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 more confident readers and dips in reading attainment will be reduced.</p> <p><u>Maths</u> Identified children will have improved recall and show fluency in basic skills. Recall of addition facts, times tables facts and calculation strategies will improve. Identified children will have an improved knowledge and understanding of Fractions.</p>	<p><i>National Tutoring Program to be used to support children's reading fluency and understanding alongside TAs and teachers.</i></p> <p style="text-align: right;">(£2,000)</p> <p><i>National Tutoring Program to be used to support children's fluency in basic skills alongside teachers and TAs. Children to be supported with recall of addition facts, times table facts and calculation strategies.</i></p> <p style="text-align: right;">(£2,000)</p>		RC/LF	<p>Spring Summer</p> <p>Spring Summer</p>
<p><u>Intervention programme</u></p> <p>An appropriate language and communication intervention to support children's classroom, such as Nutfield Early Language Intervention (NELI), supports children's classroom participation by improving confidence and skills in listening, vocabulary, narrative, sentence building and conversation.</p>	<p><i>Nutfield Early Language Intervention (NELI) to be used by staff within EYFS. Training to be undertaken so staff are able to deliver the intervention confidently, to improve children's early language skills, allowing children to access all areas of learning.</i></p>		LC/JL	<p>Spring 1 Spring 2 Summer 1 Summer 2</p>
<p><u>Extended school time</u></p> <p>After School Tutoring Additional support for catch up provision.</p>	<p><i>Teachers and TAs will identify a small reading and maths group within their class to receive after school tutoring 3:30-4:00pm every Monday.</i></p> <p style="text-align: right;">(£5,000)</p>		RC	<p>Spring 1 Spring 2 Summer 1 Summer 2</p>
			Total budgeted cost	£9,000

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></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>Children have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources will be purchased, White Rose Maths, Oak Academy, BBC Bitesize, SATs companion, Reading Plus.</i></p> <p><i>Half termly home-learning paper packs are printed and ready to distribute for all children.</i></p> <p><i>(£200)</i></p>		<p>LF</p> <p>RC</p>	<p>Spring 2</p> <p>Spring 2</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>DfE have provided 31 laptops, Knowsley LA have provided 14 Amazon Fire tablets. School accessed 50 Vodaphone access cards. These have been distributed to previously identified pupils and families.</i></p> <p><i>Teachers can upload learning material for their class on Seesaw in school and at home.</i></p>		<p>RC/GH</p>	<p>Spring 2</p> <p>Autumn 1</p>
<p><u>Summer Support</u> NA</p>				
			<p>Cost paid through Covid Catch-Up</p>	<p>£19,300</p>