

Catch-Up Funding Premium Plan Holy Family Catholic Primary School 2020-21

Summary information					
School	Holy Family Catholic Primary School				
Academic Year	2020-21	Catch-Up Premium 1 st installment £9,240 2 nd installment £6,933	Total £16,173	Number of pupils	200

Guidance	
Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Holy Family Catholic Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.	
Use of Funds	EEF Recommendations
<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> <i>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.</i> <i>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</i> 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:	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 ➤ Summer support

Identified impact of lockdown	
Maths	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 not where they should be for their starting points in September. Recall of basic skills has suffered – children are not able to recall addition / subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.
Speaking & Listening	The number of Reception 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.
Writing	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.
Reading	Some 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.
Non-core	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. Physical fitness of the children has also suffered. Pupils have also needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.
Catch Up Funding Premium Priorities	
Priorities	1. Through formative assessments identify gaps in learning which will be addressed through quality first teaching. 2. Identified pupils will receive targeted support to 'keep up' and 'catch up'. 3. 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>

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.	<i>Additional time for teachers to research and plan non-core subjects and re-organise curriculum maps to ensure content is covered and well sequenced. Release time and additional cover will be required to facilitate the additional PPA.</i> <i>(Cost already allocated in the existing budget)</i>		Subject Leaders	March 21
<u>Supporting assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning and use this to structure and plan lesson sequences,	<i>Staff CPD on use of formative assessments in the first few weeks of term to identify gaps. Use pf existing assessments (NFER and Rising Star) for formal testing at the end of the Autumn term.</i> <i>RWI Assessments to be used by Rec and KS1- in September as a baseline then half termly.</i> <i>(Cost already allocated in the existing budget)</i>		HR RWI Leaders	March 21
Total budgeted cost (catch up funding)				£250

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.	<i>Additional opportunities for pupils to read daily 1:1 or as a small group- TAs and midday supervisors</i> <i>(Cost already allocated in the existing budget)</i>		English Leader (HR)	March 21

<u>Intervention programmes</u> 1:1 Maths support. Gaps in learning identified through daily maths lessons and weekly assessments. Pupils given one to one and small group support sessions to improve fluency and automaticity of recall of basic number facts. R.W.Inc catch-up sessions in KS1 and Reading interventions in KS2 (Toe to toe/ Guided Reading) An appropriate Speech and Language intervention programme to support children in Reception	<i>Staff within each year group (T and TA where appropriate) deliver the intervention confidently and monitor entry and exit data.</i> <i>RWI leader identifies children who require 1:1 support and organises TAs to deliver afternoon 1:1 catch-up sessions.</i> <i>Reception staff are trained and they are able to deliver the SALT intervention confidently</i> <i>(Cost already allocated in the existing, plus PP budget)</i>		Maths Leader (SM) SENDCO (AL)	March 21
<u>Additional Class Support</u> 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.	<i>Additional teaching time in Y6 to booster progress of pupils identified as working well below ARE.</i>		English and maths leaders	April 21

<u>Additional Class Support</u> 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.	<i>Additional TA hours for identified pupils to provide targeted support.</i>			
Total budgeted cost (catch up funding)				£13,087

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. 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. Home learning will mirror what is being taught in school – this will aid continuity in curriculum and help develop independence.	PSA (M.Scott) works closely with families and is quick to identify and offer support to anyone who requires it. The purchase and implementation of Google Classroom and staff training so all children can access the online platform from home for homework/self isolation or periods of school closure. Clear guidance and support available and offered to parents to support them in setting up devices and Google Classroom at home. 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 whilst they are in school so they can use them confidently and independently at home.		HR	March 21 Feb 21
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Holy Family Primary School have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour of Holy Family was made and shared with all new-starters for 2021 and is available on the school's website. Advertising in local paper, parish newsletters and social media to encourage new families to the school in the absence on face to face visits.		HR	Feb 21

<u>Parental Engagement</u> Parents are kept informed about their child's progress and what they are learning. Parents have direct email address to contact class teachers. All home learning can be viewed instantly on GC and questions can be directed immediately. Staff can quickly see if families are not engaging and offer support if required.	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 : • Weekly newsletters • Curriculum overviews and website information • Meet the Teacher • Class teacher email • Virtual Parent Teacher Consultations (October) • Google Classroom – daily contact • Parental survey each term		Office staff/ class teachers	Jul 21
<u>Access to technology</u> For those pupils self- isolating and finding it difficult to access technology, children can access additional devices on a loans basis from school. (School laptop and devices provided by Dfe)	Provide laptops/ipads on loan where possible to support families who do not have devices to work on at home. Offer additional support (phone calls/face to face visits) to help get things set up. Purchase additional chromebooks/iPads for use by pupils and staff using DFC budget. (Priority for 2021-22)		IT team (SM, PD) HR	March 21 July 21
Total budgeted cost (catch up funding)				£2,836
		Cost paid through Covid Catch-Up		
		Total		£16,173

