



Summary Information

School	St Benedict's RC Primary				
Academic Year	2020-2021	Total Catch-Up Premium	£16000	Number of Pupils	210

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 Reception through to Y6.

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.

Should further funding be required for additional teaching and interventions then school plans utilise any available Pupil Premium grant.

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 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 – Core areas – knowledge – skills – confidence.

<p>Reading</p>	<p>Children still accessed reading during lockdown despite not being in school. (This is mainly due to our online library) However, children have still fallen behind in terms of comprehension due to missing so much teaching. The lowest 20% are a real concern but we believe that reading across the school is a real priority, including developing a sense of reading for pleasure.</p>
<p>Writing</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. Writing stamina was a concern before lockdown and with little or no writing since March this has weakened their skills as a writer. Grammar, vocabulary and punctuation have also weakened leading to a lack of fluency in writing. Motivation to write is critical as well as developing confidence as a writer.</p>
<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have missed the summer 2020 curriculum. Recall of basic skills has suffered – children are not able to recall number bonds, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Confidence in maths needs to be tackled and for children to enjoy being mathematical problem solvers.</p>
<p>Non- Core</p>	<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 many curriculum experiences and cultural capital e.g. trips, visitors.</p>
<p>Routines</p>	<p>Children are delighted to be back in school and responding well to the routines and structures with a growing thirst for learning. Some children have had very little structure at home during lockdown with little work completed. Some of these children initially struggled returning to the routines of school life. Attendance and punctuality have been very good.</p>
<p>Dispositions</p>	<p>Vast majority of children are pleased to be back in school and are dedicated to their learning. There is a great positivity around school and children want to do their best. There are no issues regarding behaviour or children's general well being.</p>

This funding will be carefully planned and spent to readdress the balance/gap in our children's learning. We have identified where the biggest gaps are and we believe that reading and phonics are priority areas, as well as rapid recall of facts in maths. We are focusing on quality teaching and learning in all classrooms as well as providing interventions to narrow the gap. For this reason we now plan to utilise some of the Catch Up funding to redeploy some key staff in school to deliver some intensive interventions. Our curriculum offer is reading, writing and maths intensive. We are promoting writing across the curriculum.

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 and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p>Whole school approach to maths catch up Teachers will target key objectives in maths that have been missed due to school closure in order to close the gap</p>	<ul style="list-style-type: none"> Teachers will implement the 'ready to progress' Maths catch up program. This is a well researched evidence based resource by John Hattie. Prioritise rapid recall of maths facts eg times tables and number bonds. Weave daily practise into lessons and through other curriculum subjects 		MP RC EC	May 2021
<p>Whole school approach to English catch up Teachers will use a variety of strategies to help close the gap in English, particularly in reading</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> Use of quality texts in English lessons Teachers to read aloud to children as much as possible Time given each day for reading for pleasure Targets set for reading stage each children will reach by end of each half term Year2-6 use the 'reading rocketeers' scheme to develop comprehension skills Weave phonics, reading and comprehension into other subjects <p><u>Writing</u></p> <ul style="list-style-type: none"> Focus on basic skills - handwriting, sentence structure, punctuation. 		MP RC EC	May 2021

	<ul style="list-style-type: none"> • First few weeks used to see gaps in learning • Begin with previous years objectives for grammar and spelling • Work at pace to cover previous objectives with the aim of helping children to understand objectives for their age group. 			
<p>Transition Support Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Transition was carefully planned to support our new starters.</p>		<p>MP RC EC</p>	<p>May 2021</p>

ii) Targeted Approaches				
Desired outcome and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p>1-to-1 and Small Group Tuition 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.</p> <p>Identified children will have significantly increased rates of maths fluency. They will be confident in arithmetic and dips in maths attainment will be negated.</p>	<p>Teacher focus on small group and 1:1 reading comprehension, and maths intervention in classes Y3-Y6 (Children will be withdrawn from classes for targeted work in reading and maths) £10,000</p>		<p>Mike Phillips</p> <p>Teachers leading intervention LG JG EE</p>	<p>Mar 2021</p>
<p>Speech and language Intervention Children with identified Speech and language difficulties will make progress in their ability to communicate effectively.</p>	<p>Targeted speech and language 1:1 intervention in by professional SALT practitioners for children in years Nursery – Year 2 £ 6000</p>		<p>Emma Carrington SENCO</p>	<p>Mar 2021</p>

iii) Wider Strategies

Desired outcome and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p>To ensure home learning program is established in case of emergency school closure to ensure quality learning can continue to take place</p> <p>Ensuring all pupils have device so that they can access home learning in case of school closure</p>	<ul style="list-style-type: none"> • Launch See saw and set weekly homework so that children and families are confident in use. • Additional online learning devices will be purchased to support learning. • Weekly Google Chat to support children’s wellbeing trialled by teachers so we are familiar with format. <p>Consult parents via questionnaire about what suitable devices they have for home learning. Provide devices to families that need them.</p>		MP	Mar 2021
<p>To promote the wellbeing of all children following a long absence from school.</p>	<ul style="list-style-type: none"> • Implement ‘agents of hope’ book scheme • Sign post any children to pastoral mentor identified by teachers as having mental health difficulties. • Incorporate as much physical activity into curriculum as possible. Implement south Sefton partnership weekly challenges. 		MP FR	Mar 2021

