



Catch-Up Premium Plan for St. Joseph's Catholic Primary, Epsom

Summary information					
School	St Joseph's Catholic Primary School, Epsom				
Academic Year	2020-2021	Total Catch-Up Premium	£34,480	Number of pupils	431

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 may face more challenges as a result.

Our intention is to mitigate any disruption to learning by embarking on a programme of learning which is designed to help children to catch up.

Each mainstream school will be provided with a total of £80 for each pupil. 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.

Use of Funds	EEF Recommendations
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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.

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

The impact of the lockdown since March 2020

Maths	Most children continued to do their weekly maths work during lockdown, which was posted on the website for parents to access. Many children returned to school in June and for those, learning began again in earnest with their teachers. However, we know that there are gaps in learning and are ready to address these gaps. Following a return to school in September, we assessed children's recall on their timetables and number bonds in order to identify where knowledge was not embedded. This information informs our plans for recovery, alongside other assessments in mathematics as a whole which teachers have delivered to children.
Writing	Most notably, children in the lower years caused concern in September, when it became clear that there was some loss in previously embedded learning in their punctuation and grammar. They continued to have great ideas to inform their writing.
Reading	Children continued with their reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. For the most part, teachers were pleased to see that most children had made progress when benchmarked in September 2020. During lockdown, all children were set a weekly on-line comprehension to complete. We noticed with our youngest children that many of them had forgotten phonics that had appeared secure prior to lockdown.
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 may be less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips. We are conscious that year groups missed their residential trips which contribute so much to wellbeing and the social-emotional development of the children.

Planned expenditure The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

1. Teaching and Whole School Strategies

Desired outcome	Chosen approach and anticipated	Impact	Review date
Supporting great teaching			
Establish speedy practice books for daily mental maths and for reading.	<i>Additional teacher release costs to produce the booklets.</i>		Feb 21
Intervention of quality teachers for catch up learning. See below under small group intervention.	<i>Costs of printing and copying.</i>		Feb 21

<p>Teaching assessment and feedback</p> <p>Teachers have a good understanding of what gaps in learning remain. In September, teachers were given explicit details of missed learning in maths and literacy to weave into future planning. Diagnostic assessments carried out in part by additional teachers.</p> <p>Following the school assessment week in November and February, SLT will carry out gaps analysis to support further catch up programmes and inform quality first teaching.</p>	<ul style="list-style-type: none"> • <i>Carry out spelling and number and tables assessments in September across school.</i> • <i>Complete phonics assessment for all children in years 1 to 3 and any current under achievers in year 4 in September.</i> • <i>Benchmark all children in reading by October half term to ensure all children are reading appropriate level books.</i> • <i>Use assessment week in October and February to identify gaps in maths, spelling, reading, PAG</i> 		<p>Nov 20</p> <p>Feb 21</p> <p>July 21</p>
<p>Transition support</p> <p>Children joining school from different settings or who are beginning in Reception have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Transition between classes will be supported by teacher to teacher ‘hand-over’ meetings. Regular and ongoing communication between staff ensures full profiles of the children and their learning provide continuity.</p> <p>Children who experience levels of anxiety on return to school will be supported by the school counsellor.</p> <p>Increased ELSA/Lego Therapy work will begin to support children who display needs following lockdown.</p>	<p><i>An introduction film from the Head Teacher and Reception teachers and a separate virtual tour film of the school is available on the website and new families will be signposted to it.</i></p> <p><i>Extra time for counselling</i></p> <p><i>Increased ELSA/Lego Therapy costs</i></p>		<p>Aug 20</p> <p>Oct 20</p> <p>Feb 21</p> <p>Feb 21</p>
Total budgeted cost			£ 6,780

2. Targeted approaches

Desired outcome	Chosen action/approach	Impact	Review date
<p>1-to-1 and small group tuition</p> <p>Children identified at the beginning of term as in need of intervention will receive small group sessions led by a senior teacher practitioner.</p>	<p><i>Teacher intervention groups across school from October to July</i></p>		<p>Feb 21</p>

<p>Children will catch up on previous year's learning gaps in spelling, phonics, reading and mental maths work, as the bedrock of other learning.</p> <p>Address learning delay which persist as the year progresses.</p>	<p><i>In February at mid-year point, assess ongoing needs. Employ extra TA time for small group interventions.</i></p>		Feb 21
<p>Intervention programme</p> <p>Additional children will join the Lexia intervention programme to promote rapid progress in reading and phonics.</p> <p>Additional online learning resources will be support specific areas of catch up in learning.</p>	<p><i>No new cost.</i></p> <p><i>Purchase Purple Mash and Wordshark to support children's learning.</i></p>		Feb 21
<p>Extended school time</p> <p>Extra home learning will be provided for all children on a weekly basis to promote further progress in reading comprehension, using Rising Stars.</p>			Ongoing
Total budgeted cost			£22,200

3. Wider Strategies

Desired outcome	Chosen action/approach	Impact	Review
<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 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.</p>	<p><i>Google Classroom was embedded in August 2020 with subsequent CPD staff throughout September.</i></p> <p><i>(Direct Government funding)</i></p> <p><i>Parents may request any paper copies of work for children.</i></p> <p><i>The school already purchases Timetables, Rockstars and Numbots.</i></p>		<p>Feb 21</p> <p>Feb 21</p>

<p><u>Access to technology</u></p> <p>We will provide technology at home where it may be lacking the school has plans to purchase technology for use at home.</p> <p>This will be in addition to any provided by the DfE.</p> <p>Increase access to web-based learning at school for intervention groups.</p>	<p><i>DfE provided 12 Chrome Books. Purchase of licenses and configuration</i></p> <p><i>Purchase a further 10 ipads and 4 chrome books for home learning/extra use in class for catch up.</i></p>	<p>Oct 2020: 12 chrome books provided by DfE</p>	<p>Feb 21</p> <p>Feb 21</p>
<p>Summer Support</p> <p>None</p>			
			<p>Total budgeted cost £ 5,500</p>
			<p>Overall Budget £34,480</p>