



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 2021-2022	Total Catch-Up Premium	£34,480	Number of pupils	431

Guidance
<p>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.</p> <p>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.</p> <p>Each mainstream school was 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.</p>

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

The impact of the lockdown since March 2020

Maths	<p>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.</p> <p>For the Spring 2021 lockdown, we were able to offer remote teaching sessions in maths, which typically happened on a daily basis. Otherwise, children completed the maths programme of study as planned. On return in March 2021, the maths curriculum was adjusted so that core and essential learning is embedded over the summer term and into the new academic year. We noted that children had mostly made good progress with number bonds and tables. Gaps in content were inevitable.</p> <p>During 2021- 2022, we have increased our interventions. Combined with money made available for tutoring, we have opened up at 8am daily. Identified children have attended Early Bird Sessions for maths.</p>
Writing	<p>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.</p> <p>For the Spring 2021 lockdown, we were able to offer remote teaching sessions, which typically happened on a daily basis. Otherwise, children completed the content of the programme of study as planned. On return in March 2021, teachers focussed heavily on what we call 'non-negotiables', learning which must be embedded before a child moves to the next year group. We noted that children had mostly made good progress with spelling.</p>
Reading	<p>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 and again in April 2021. During lockdown 2020, all children were set a weekly on-line comprehension to complete and this continues. We noticed with our youngest children that many of them had forgotten phonics that had appeared secure prior to lockdown. By June 2021, teachers felt that they had recovered much of the lost learning.</p> <p>During 2021- 2022, we have increased our interventions. Identified children have attended Early Bird Sessions for reading.</p>
Non-core	<p>There are 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. In June 2021, we introduced our own Power Pages, which are akin to knowledge organisers. We expect that children will enjoy using these banks of facts and figures as we move into the next academic year.</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>Supporting great teaching</p> <p>Establish speedy practice books for daily mental maths and for reading.</p>	<p><i>Additional teacher release costs to produce the booklets.</i> (£1750)</p>	<p>Feb 21: In place for all children; used at home during lockdown. Excellent daily practice.</p>	CB/SL/MD	Feb 21
<p>Intervention of quality teachers for catch up learning. See below under small group intervention.</p>	<p><i>Costs of printing and copying.</i> (£300)</p>	<p>Feb 21: The plan for intensive intervention in Spring term is on hold; autumn term was effective</p>	CB/AF/ JC	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 tables assessments in September across school.</i> • <i>Complete phonics assessment for all children in years 1 to 3 and any expected 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>(£1730)</p>	<p>Feb 21: All stated assessments were carried out in preparation for intervention roll out in January. Programme is ready to use on return to school.</p> <p>June 21: Intervention groups began again in March. Assessment of progress is underway in June and we know that there are children for whom we can demonstrate catch up.</p>	Leaders of Learning	<p>Nov 20</p> <p>Feb 21</p> <p>June 21</p> <p>June 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 style="text-align: right;">(£900)</p> <p><i>Extra time for counselling</i></p> <p style="text-align: right;">(£1500)</p> <p><i>Increased ELSA/Lego Therapy costs</i></p> <p style="text-align: right;">(£600)</p>	<p>Feb 21: Feedback was positive from new parents.</p> <p>June 21: new intake for September 2021 are also providing positive feedback about films.</p> <p>Feb 21: counselling resumed with additional children added to the list.</p> <p>ELSA began in Sept; stopped in January; Lego has not begun yet.</p> <p>June 21: The number of children accessing counselling and ELSA is increasing. We know that there is a good success rate from children and parents' responses.</p>	<p>JC</p> <p>TK/PB</p> <p>TK/MK/ NM</p>	<p>Aug 20 Oct 20</p>
Total budgeted cost				£ 6,780

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	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>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>Teacher intervention groups across school from October to July</i></p>	<p>Feb 21 All stated assessments were carried out in preparation for intervention roll out in January.</p> <p>Programme is ready to use on return to school.</p> <p>June 21: Intervention groups began again in March. Assessment of progress is underway in June and we know that there</p>	<p>CB/AF/ JC</p> <p>TK/JC</p>	<p>Feb 21 June 21</p> <p>Feb 21</p>

	<i>In February at mid-year point, assess ongoing needs. Employ extra TA time for small group interventions.</i>	are children for whom we can demonstrate catch up. Class teacher have also been released to work on specific areas of need. Jan 22: Early Bird sessions at 8am daily for maths and reading. Run by senior staff and supported by TAs.		
Intervention programme Additional children will join the Lexia intervention programme to promote rapid progress in reading and phonics. Additional online learning resources will be support specific areas of catch up in learning.	<i>Purchase Purple Mash and Wordshark to support children's learning.</i>	Feb 21: All Lexia licenses are being used; some issues with use at home. June 21: all licenses are allocated.	TC	Feb 21 June 21
Extended school time Extra home learning will be provided for all children on a weekly basis to promote further progress in reading comprehension, using Rising Stars.			JC	Ongoing
Total budgeted cost				£22,200

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.	<i>Google Classroom was embedded in August 2020 and subsequent CPD staff throughout September is planned.</i> <i>(Direct Government funding)</i>	Feb 21: GC has embedded well and feedback from parents is very positive. June 21: Weekly, staff upload core learning to the platform in case of any isolation at home. This is working efficiently.	UH/JC	Feb 21

<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>Parents may request any paper copies of work for children.</i> (£150)</p> <p><i>The school already purchases Timetables Rockstars and Numbots.</i></p>	<p>Feb 21: motivational challenges on TR are being used during lockdown with a high take up.</p> <p>June 21: we continue to use TT and Numbots heavily to encourage number fluency.</p>	<p>JC</p>	<p>Feb 21</p> <p>June 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> £650</p> <p><i>Purchase a further 10 ipads and 4 chrome books for home learning/extra use in class for catch up.</i> £4700</p>	<p>Oct 2020: 12 chrome books provided by SCC</p> <p>June 21: a further 9 ipads were purchased</p> <p>Feb 21: 11 devices provided by DfE 13 devices purchased from school funds</p>	<p>UH/JC</p> <p>UH/JC</p>	<p>Feb 21</p> <p>June 21</p> <p>Feb 21</p>
<p>Summer Support None</p>				
Total budgeted cost				£ 5,500
Total Cost paid through Covid Catch-Up				£21,250

*Carried forward to 2021- 2022 was £5,100. This has been directed to intervention group support across the school and will be fully spent by March 2022.