

St Oswald's Catholic Primary School COVID-19 Catch-Up Premium Plan



Summary information					
School	St Oswald's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 16,800	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 years Reception through to Y11.

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	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
- Supporting pupils' social, emotional and behavioural needs

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have a huge appetite for maths and lockdown has not affected their attitudes; however, many are simply, 'behind' as a result of a loss of learning. Recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten calculation strategies. This is reflected in arithmetic teacher assessments. Children have not had the same amount of exposure to areas of Maths such as reasoning and problem solving that they would have ordinarily had in school.
Writing	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. Those who have maintained writing throughout lockdown are less affected. However, those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The quality of presentation and handwriting has also been adversely affected during lockdown.
Reading	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.

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>Through a range of formative and summative assessments, gaps in learning or areas that need consolidation will be identified and high quality, targeted support will be given.</p> <p>Children will be given more opportunities to write to build up stamina and motivation. CPD and the whole-school roll out of Jane Considine English unit plans and Pobble will be implemented to support improved writing outcomes.</p> <p>Provide an extensive range of reading resources that are available for all pupils to access (at their level), which will improve overall reading abilities and develop a further the love of reading.</p>	<p>Part-time Teachers and Teaching Assistants will be offered additional hours to support all children in class and deliver high quality interventions where necessary. (£2,000)</p> <p>Teachers to be given training to follow the structure of Jane Considine English unit plans which will aid planning, sequencing of lessons and provide resources with the aim to standardise and provide consistency in the delivery of the English curriculum. (£1,450)</p> <p>Introduce daily 'Pobble' writing activities from EY to Year 6 to help initiate and inspire high quality writing across the school. (£500)</p> <p>To support our phonics programme and reading in general across both key stages, a range of accessible reading books to be purchased. These will be used to support intervention as well as improve the desire to read by pupils. (£1,000)</p>		SLT	July 21

<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>NFER assessments to be purchased (Y1-Y6) to identify gaps in learning and areas in need of consolidation. Once identified, these areas will be a focus within whole-class and targeted small group sessions.</p> <p>(£2,000)</p>		<p>SLT</p>	<p>Dec 20 Apr 21 Jul 21</p>
Teaching and whole-school strategies cost				£6,950

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Individual and small group tuition will plug the gaps in reading (including phonics) and basic maths skills which will be measurable through ongoing assessments.</p> <p>Support with writing will help develop grammar and punctuation and encourage greater writing stamina and motivation.</p>	<p>Introduce the National Tutoring Programme for 30 identified children across Key Stages 1 and 2 for a total of fifteen hours support. Class teachers to identify targeted children and their areas of need and will liaise with NTP tutors to discuss an agreed programme of intervention. (£1,465)</p>		<p>SLT</p>	<p>July 21</p>
<p><u>Intervention programme</u></p> <p>Appropriate numeracy and reading intervention programmes will be introduced to support those identified children in reinforcing their understanding of basic maths and reading fluency & comprehension.</p>	<p>Intervention programmes are to be delivered across both Key Stages (Better Reading Support Partners and Success@Arithmetic). Full training will be sourced and provided for all Teaching Assistants and one Lead Teacher. (£2,460)</p>		<p>SLT</p>	<p>July 21</p>
<p><u>Extended school time</u></p> <p>Identified children in KS2 are to access a weekly catch-up club. The attainment of those identified children will improve and the effect of lockdown will be reduced.</p>	<p>Class teachers in KS2 to plan and deliver weekly after-school sessions. (£1,090)</p>		<p>KS2 Class teachers</p>	<p>Ongoing</p>
Targeted Approaches cost				£5,015

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 stationery and paper-based home-learning if required so that all can access learning, irrespective of the ability of the child/parent to navigate the online learning.</p>	<p>Additional whole-school online learning resources will be purchased such as EdShed and Oxford Reading Buddy to support children at home. (£315)</p> <p>2-week home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. (£500)</p>		<p>SLT</p> <p>SLT</p>	<p>Feb 21 Jul 21</p> <p>Feb 21 Jul 21</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 that are equipped with webcams and allow the teachers 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>Purchase 15 iPads and a charging/storage trolley. Devices can be loaned to those pupils who require them to give them full access to in-school and home learning. (£6,300)</p> <p>Purchase 10 Laptops for teaching staff to help support home-school provision. (£5,000)</p>		<p>SLT</p> <p>SLT</p>	<p>Feb 21</p> <p>Feb 21</p>
<p>To support those pupils who have anxieties and worries during the COVID-19 pandemic.</p>	<p>Pupils identified through the 'Back to school' questionnaire, following conversations with parents or having been identified by class teachers to have sessions led by our 'Rainbows' team. (£1,150)</p>		<p>KM</p>	<p>Ongoing</p>
<p>The Poverty Proofing programme will help identify which strategies and support to employ to best aid children living in poverty and to ensure all children receive the same curriculum/extra-curricular entitlement.</p>	<p>SLT members to receive one day training on Poverty Proofing the school day. A selection of children across the school to be consulted and all staff to receive training on it. (£600)</p>		<p>SLT</p>	<p>Jul 21</p>
Wider Strategies cost				£13,865

Total budgeted cost		£25,830
	Cost paid through COVID-19 Catch-Up Premium	£16,800
	Cost paid through school budget	£9,030