



## Catch-Up Premium Plan Holy Cross Catholic Primary School



Summary information					
<b>School</b>	Holy Cross Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,800	<b>Number of pupils</b>	210

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 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.</p> <p>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 11.</p> <p>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.</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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"><li>• Supporting great teaching</li><li>• Pupil assessment and feedback</li><li>• Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>• One to one and small group tuition</li><li>• Intervention programmes</li><li>• Extended school time</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>• Supporting parent and carers</li><li>• Access to technology</li><li>• Summer support</li></ul>

Identified impact of lockdown	
<b>Maths</b>	<p>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, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and in many cases their stamina has decreased. 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>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, some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has widened. The area needing greatest focus is comprehension and ensuring that children have a deeper understanding of what they are reading.</p>
<b>Foundation subjects</b>	<p>During the Spring and Summer terms of 2020 remote learning provision across the wider curriculum was limited. This means that there will be gaps in knowledge where children have missed the usual depth of teaching in some topics. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. We are ensuring that within our teaching in school and our online learning offer during lockdown we are now giving children a full curriculum and a range of online trips and experiences.</p>
<b>Emotional and Wellbeing</b>	<p>Children's experiences from lockdown have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be initially seen. Some children have found the transition back into full time school only to be back in lockdown again very challenging and will need extra support as a result.</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><u>Supporting great teaching:</u></p> <p>The gap is reduced between children with additional needs who are working below expectation and have fallen further behind during the pandemic, and their peers.</p>	<p><b><i>Additional SEND staff working across KS2 to support children with additional needs but without an EHCP, who have fallen behind.</i></b></p> <p><b>(£7,400)</b></p>		MT	April 21
<p><u>Encouraging reading for pleasure:</u></p> <p>Children reading more frequently and choosing to read good quality texts from a book rather than on the screen.</p>	<p><b><i>Investment in class libraries to replace books sent home during lockdown and either not returned or returned in poor condition.</i></b></p> <p><b>(£1000)</b></p>		MC	April 21
<b>Section 1 cost</b>				<b>£ 8,400</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group speech and language therapy</u></p> <p>Identified children will have a significant improvement in their attainment for speaking and language development.</p>	<p><b><i>A speech and language therapist to offer 1:1 or small group tutoring sessions to identified children across all year groups.</i></b></p> <p><b>(£1500)</b></p>		MT	April 21
<b>Section 2 cost</b>				<b>£1,500</b>

**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 have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent</p>	<p><b><i>Stationery packs, including exercise books, sent out to all children for remote learning. Home-learning paper packs are printed and</i></b></p>		JW/TF	April 21

to navigate the online learning.	<i>ready to distribute for identified children.</i> <b>£300</b>			
<u>Access to technology</u> In school, children have access to technology to support learning with additional online resources and activities.	<i>Purchase 45 Chromebooks which can now be used by the children to support the curriculum.</i> <b>£6,300</b>		JF	April 21
			<b>Section 3 cost</b>	<b>£6,600</b>
			<b>Total cost</b>	<b>£18,000</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16,800</b>
			<b>Cost paid through school budget</b>	<b>£1,200</b>