



# Catch-Up Premium Plan

## *St John Vianney Catholic Primary School*

### Summary information

<b>School</b>	St John Vianney Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£40877	<b>Funding based on number of pupils:</b>	£80

### 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 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
<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>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Mathematical fluency is a real issue. 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.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG 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.
<b>Reading</b>	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.
<b>Early Language</b>	Children in our Reception class are as a whole behind previous years with respect to their early language due to the impact of lockdown and access to nursery.
<b>Well-Being</b>	Long periods of time at home, being unable to socialise with friends and family, the anxieties brought about by the virus and potential deaths within family circles may have had a negative effect on children's mental health and wellbeing. Parental anxiety and the concerns parents/carers may have about the gaps in their child's learning, along with concerns over their child mixing with others at school, whilst Covid continues, will all have contributed to individual well-being during the pandemic and may have a detrimental effect on adults and children, staff included.
<b>Non-core</b>	Since whole units of work have not been taught, children have lost the opportunity to develop sticky knowledge in the Foundation Subjects. This means 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 the curriculum experiences e.g. trips, visitors and powerful curriculum moments. This will be apparent for some time to come and will affect more than one year of a child's education.

## Planned expenditure

Quality of teaching for all						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
<p>To reduce the attainment gap by adding a KIRFS session to the timetable. This will allow children the opportunity to daily blast arithmetic knowledge and skills.</p> <p>Rigorous monitoring and release of Maths coach one pm per week</p>	To increase Mathematics fluency and speed.	Internal assessment analysis	A weekly tracker is used to record children's scores that is closely monitored by the maths lead.	Mel Osborne	Weekly.	£5305
Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Reception	For all children to reach age related expectations in CLD by end of Reception Year	Low on-entry baseline for speech and language and low assessment for NELI end of December	Allocation of a skilled NELI trained TA to deliver programme full-time to lowest 33% of children (20 children) in year group	Amanda Wooldridge	End July 21	£10500
Year 3 – Additional pm TA to ensure one TA per class	Secure end of Year 2 objectives so they can access and progress through Year 3 curriculum.	Internal assessment analysis	Regular communication with class teachers and tutors. Work in same book so class teacher can monitor progress.	Clare Evans Amanda Wooldridge	End of each term in line with pupil progress meetings	£5350

					Class teacher feedback.	
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Year 4 – Additional pm TA to ensure one per class	Secure end of Year 3 objectives so they can access and progress through Year 4 curriculum	Internal assessment analysis	Regular communication with class teachers and tutors. Work in same book so class teacher can monitor progress.	Clare Evans Amanda Wooldridge	End of each term in line with pupil progress meetings  Class teacher feedback.	£5350
Year 5 – Additional pm TA to ensure one per class	Secure end of Year 4 objectives so they can access and progress through Year 5 curriculum	Internal assessment analysis	Regular communication with class teachers and tutors. Work in same book so class teacher can monitor progress.	Clare Evans Peter Duffy	End of each term in line with pupil progress meetings.  Class teacher feedback.	£5350
<b>Other approaches</b>						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Costs
Year 6 – one to one tuition by qualified teacher	To close the attainment gap in maths where gaps have formed due to Covid closures.	Internal assessment analysis	Year 6 teachers regularly communicating with Tutor (Judith Matthews). Weekly monitoring of progress.	Mel Osborne Peter Duffy	Weekly	£8755
					<b>TOTAL COST</b>	<b>£40877</b>