

# Catch-Up Premium Plan 2020-21- Primary Ss Peter and Paul Catholic Primary School



Summary information					
MAC	The Romero Multi Academy Company				
Academic Year	2020-21	Total Catch-Up Premium	£14,880	Number of pupils	186

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education due to the coronavirus (COVID-19) pandemic. We predict that 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 of catch-up funding 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.

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>

## MAC Strategy

A working party for the MAC is undertaking the planning and use of the funding. Barriers to learning are being identified at school and MAC wide level. Bespoke support for pupils is being identified by need and planned to ensure measurable impact can be captured. A detailed planning and impact document will be produced to share at Board, Core Committee and LAC levels.

## Identified impact of lockdown

**All schools identified the impact of the lockdown on our children since March 2020 based on: “A Recovery Curriculum: Loss and Life for our children and schools post pandemic’, Carpenter and Carpenter (2020)**

The questions below, based on the 5 levers, helped us identify the support our recovery curriculum:

- RELATIONSHIPS “We can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored”
- COMMUNITY “We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school”
- TRANSPARENT CURRICULUM “All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss.”
- MEGACOGNITION “Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners”
- SPACE “To be, to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations”

### Questions:

What have the children enjoyed during lockdown?

What have the challenges been?

How do they feel now?

What are their worries and fears?

What help would they like with their learning?

How can we support their return to school?

How can we support you, as parents?

Do you have any questions? Is there anything else that you feel we should know?

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

<b>i. Teaching and whole-school strategies</b>			
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>	<b>Review date</b>
<p><u>Teaching and Learning</u> Detailed planning implemented based on intelligence from assessment. Teachers are fully aware of the needs of all pupils and can evidence impact from the additional planning and measures put in place.</p> <p>Resources support the planning for best practice at class level. Home learning is fully supported</p>	<p><b><i>Working party groups working collaboratively to enhance plans to meet the needs of all pupils – ongoing.</i></b></p> <p><b><i>Assessments identify barriers to learning. An overview was completed for each school to feed into bespoke tailored support on an individual need basis.</i></b></p> <p><b><i>Transition time given to staff to discuss pupils (summer 2020)</i></b></p> <p><b><i>Release time for mastery specialist to support staff in planning for maths (prioritisation documents and knowledge checkers)</i></b></p> <p><b><i>Subject leads available for staff – drop in surgeries. (no charge)</i></b></p>	<p>Plans were adapted to meet the needs of the children.</p> <p>TAs worked with small groups / 1:1 to deliver tailored support for identified pupils.</p> <p>Teachers were all part of the summer term pupil progress meetings for their next class. This allowed staff the opportunity to be part of key discussions which focused on barriers, challenges and successes for each class as well as giving them the opportunity to ask any questions.</p> <p>Mastery specialist and subject leaders provided support where needed.</p>	<p>Summer 2021</p> <p>WIG settings for 2021-2022 have been set for w/c 18.10.2021.</p>
<p><u>Identifying and Assessing</u> 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>Gaps in learning are identified through robust assessment of academic levels, plus barriers to learning for targeted pupils are identified and diminished.</p>	<p><b><i>PiXL Assessment/ intervention package used for gap analysis for all pupils (£2,700)</i></b></p> <p><b><i>Wildly Important Goals (WIGs) set for each child at annual WIG meetings in each school.</i></b></p> <p><b><i>Barriers to learning overview completed for each school to feed into bespoke tailored support on an individual need basis.</i></b></p>	<p>Children who were identified through assessments as working at a B1 received tailored support.</p> <p>See Pupil Progress notes (summer 2021 – file)</p>	<p>Summer 2021</p>
<p><u>Leadership of funding</u></p>		<p>The Catch-Up Champion supported staff in setting up</p>	<p>Summer 2021</p>

The plan for catch-up funding is fully implemented and monitored for consistency of delivery. Analysis of impact of funding is sought and detailed onto the plan by the catch-up champion.	<b>3 term opportunity for a catch-up champion role in each school with a fixed term non-consolidated payment attached to the role. (£2,500)</b>	intervention groups, monitored progress and compiled data to identify areas of success.	Role to continue into 2021 - 2022
<b>Total budgeted cost</b>			<b>£5,200</b>

<b>ii. Targeted approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Review date</b>
<u>Intervention/Therapy programme</u> Pupil needs are identified through individual assessment. A bespoke approach to support is effective in diminishing gaps in learning, through a package of trademarked, tailored interventions.	<b>Targeted intervention TA delivery – see timetables (6 TAs x 6 hours per week x 16 weeks = £7,200)</b>  <b>Additional Speech and Language support</b> <b>An additional 3 hours per week for the Autumn Term (15 weeks) – Pepper Therapy (£4,500)</b>	Children who were identified through assessments as working at a B1 received tailored support.  Records of interventions kept on TEAMS.  Interventions were fluid and once a child closed the gap, they returned to QFT within class.  Catchup end of school year 2020-21 analysis (Xcel document) highlights progress of all targeted children (attached)	Summer 2021 – pupil progress meeting (see notes in file)
<u>Remote Learning</u>	<b>Student Licenses for Seesaw for Schools: 12/01/2020 to 11/30/2021 (£377)</b>	Seesaw licenses allowed our Reception and KS1 children to	Summer 2021

<p>Remote learning is seamless from school to home and is linked directly to the curriculum intent</p> <p>A range of paper based and internet-based learning opportunities are available for all pupils to access</p>	<p><b>CGP Books</b> <b>Year 1 to Year 6 -variety of Maths and English Bundles</b> <b>(£1590)</b></p> <p><b>Spelling Shed subscription</b> <b>(£190)</b></p>	<p>access online learning throughout lockdown.</p> <p>CGP books supported children both in class and as a tool to support learning at home when technology was not available.</p> <p>Spelling shed subscription supported a gap in learning identified by all year groups in September after the first national lockdown.</p>	
<p><u>Barriers to Learning</u></p> <p>Pupil with English as an additional language have access to language support to allow them to fully access the curriculum offer. Supporting parents in understanding our offer.</p> <p>Impact of COVID on mental health and well-being</p>	<p><b>EAL Teaching Assistants offer support for pupils with additional language needs.</b> <b>(no charge)</b></p> <p><b>Jigsaw Subscription to support with PSHE</b> <b>(£2300 - £200 from catch up funding)</b></p> <p><b>Bereavement training</b> <b>(FOC)</b></p>	<p>TAs supporting children with EAL and their families provided support and promoted confidence (see parent survey results 2021)</p> <p>Children’s mental health upon returning after the national lockdown was a concern as we moved into September 2020. Jigsaw was purchased as a means to support pupils mental health at this time.</p> <p>2 members of staff became bereavement councillors.</p>	<p>Summer 2021</p>
<b>Total budgeted cost</b>			<b>£14,057</b>

<b>iii. Wider Strategies</b>			
Desired outcome	Chosen action/approach	Impact (once reviewed)	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><b>Home-learning curriculum books are purchased and set aside for children to take home when home-learning occurs. (see CGP book costs)</b></p> <p><b>All children in KS2 received lessons on how to use TEAMS in September 2020 – all homework was set on TEAMS from this point.</b></p> <p><b>All children in KS1 were taught how to use Seesaw in September 2020 – all homework was set on Seesaw from this point.</b></p> <p><b>IT support available by IT technician (No charge)</b></p>	<p>Seesaw licenses allowed our Reception and KS1 children to access online learning throughout lockdown.</p> <p>CGP books supported children both in class and as a tool to support learning at home when technology was not available.</p> <p>Spelling shed subscription supported a gap in learning identified by all year groups in September after the first national lockdown.</p>	<p>September 2021</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, online intervention packages and independent online activities.</p>	<p><b>DfE releasing pupil devices during year group closures.</b></p> <p><b>IT Team to acquire free SIM cards for families - maximum number allocated per school obtained. Distributed to families without connectivity to the internet for Remote Learning. (FOC)</b></p>	<p>12 families were supported with laptops provided by the DfE.</p> <p>School laptops were also used to support families at home (see log sheet)</p>	<p>September 2021</p>
			<p><b>Total budgeted cost</b>    <b>£0</b></p>
			<p><b>Total cost paid through Covid Catch-Up</b>    <b>£19257</b></p>