

## Catch up Premium – St Augustine’s Catholic Primary

Summary Information				
<b>Academic Year 2020- 2021</b>	<b>Number of Pupils</b>	<b>396</b>	<b>Total funding available</b>	<b>£31,680</b>

Guidance	
<p>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.</p> <p>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.</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 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"> <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> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>The attitude towards maths across the school continues to be positive for most children and they have quickly adapted back into the structure of maths lessons; however, the children's ability to recall and apply new learning from the Autumn term is very limited. This is evident in the comparison of Autumn and Spring Assessments. Because engagement online was not consistent across the school, specifically in KS1, teachers are having to embed re-teaching of much of the previous content covered into their lessons as well as find time to teach objectives missed from the initial closure of schools in 2020, while continuing to move on those children that did make significant progress during lockdown.</p>
<b>Writing</b>	<p>Lockdown has had an adverse impact on letter formation for those not yet consistent. Spelling across the board has been impacted, particularly due to the initial lockdown where content was not taught. Basic skills of punctuation are not as sharp as would be expected by this term, similarly matched by handwriting. Sentence writing, from basic composition to expanded sentences to detailed content, has also been affected. Knowledge of grammatical terminology is not as good as expected because of the lack of daily warm-ups during lockdown.</p>
<b>Reading</b>	<p>Those not yet proficient in phonic blending have not made expected progress, and other readers have lost fluency. Lack of regular reading at home – lack of suitable reading material or parental support. This has had a knock-on impact on fluency, understanding of vocabulary and inference skills.</p>
<b>Non-core</b>	<p>Children have had a range of experiences during lockdown and lockdown has had an adverse effect on some children's mental health. The lack of face-to-face contact with their peers and school staff has meant that some children have found the return to school more challenging than their peers.</p> <p>Although all units of work were taught remotely during lockdown, there are some learning opportunities that couldn't take place in the same way they would have in school e.g., educational visits, WOW days, etc. This has meant that some skills haven't been embedded in preparation for subsequent units of work.</p>

Planned Expenditure		
Teaching and Whole School Strategies		
Desired outcome	Approach to use	Cost
<u>Supporting great teaching</u> Provision in the classroom is based on analysis of Pixl assessments. Teachers are fully aware of the needs of all pupils and adjust the provision in class to meet all pupil needs.	Release time to meet with Raising Standards Lead every half term. Release time for each teacher in July to identify the priorities for their class for the Autumn term.	Cover provided with PE lessons £1500
<u>Supporting reading fluency in all year groups</u> Pupils who didn't read regularly to an adult during lockdown, to have access to age-appropriate books.	Update reading books in all book bands so that all children have access to age-appropriate books.	£5000
<u>'Supporting pupils' social, emotional and behavioural needs'</u>	PSHE Association membership for all teaching staff to access resources to support children.  PSHE resources.  Pupils with specific emotional barriers are supported through counselling provided by Time for You.	£125  £500  £1430

Targeted support		
Desired outcome	Approach to use	Cost
<u>1:1 support</u> Classes are calm and conducive to learning for all pupils.	Pupils with specific needs that can impact on the learning environment for others, have their needs met through additional support.	Cost of additional 1:1 support for pupils £5,000

<p><u>Intervention Programmes for key marginal (targeted) children</u> Detailed analysis of assessments are used to provide bespoke and tailored interventions for pupils who have fallen behind so they catch up.</p> <p>Provide handwriting intervention for identified children.</p>	<p>Therapies are delivered by class teachers or teaching assistants.</p> <p>Purchase fold-away tables to be used in the halls for interventions.</p> <p>Purchase and implement Kaligo (handwriting intervention) and provide styluses for children to use.</p>	<p>£400</p> <p>£2500</p>
<p><u>Small group tuition</u> Pupils who have missed learning due to lack of engagement during lockdown access missed learning in small groups on return so they catch up.</p>	<p>Pupils access the lessons and/or skills and knowledge they missed through individual device and headphones to be done during afternoon sessions.</p>	<p>Cost of up-to-date devices and headphones - £1725</p>
<p><u>Reading in EYFS, KS1 and Year 3</u> Pupils to have access to reading books to address weaknesses in phonics.</p>	<p>Purchase RWI-aligned reading books.</p>	<p>£2000</p>
<p><u>Maths in EYFS and KS1</u> Because of the amount of learning missed and the difficulty in providing an appropriate education online that could be accessed to children in EYFS and KS1, lockdown has had the greatest impact on these year groups, specifically in fluency in number and shape.</p>	<p>New manipulatives for the EYFS classrooms as well as additional learning equipment for KS1 will allow children to strengthen their maths skills in all environments. The learning materials will also allow children with a specific learning disability in maths to access lessons.</p>	<p>£3500</p>

Planned Expenditure		
Wider strategies		
Desired outcome	Approach to use	Cost
<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	Purchase quality home learning books (CPG) for families to use in combination with or as an alternative to online learning.  Use these during isolations/lockdowns or as catch-up homework.  Books also to be used in school during early morning sessions and after school bubble has finished.	£2000
<u>Access to technology</u>  All pupils are confident with technology being used to deliver remote learning and catch up.	Purchase new devices for use in school to enable all pupils to learn how to use the platforms successfully. Train all staff and pupils to use the appropriate platform. Issue old devices and/or DFE devices to families without appropriate access at home.  Purchase data for families without internet access	£4,000  £100
<u>Transition</u> Children new to Reception	Provide transition packs including books, story props, maths games, etc. for all children starting in Reception in September. Supportive video for parents to access.	£500