St. Vincent's Catholic Primary School
COVID-19 CATCH UP PREMIUM REPORT

Summary information					
Academic Year	2020-21	**Total Catch-Up Premium expected based on pupil numbers**	£16,720	**Number of pupils**	235 209 excluding Nursery
		Amount received Autumn Term 2020 **Spring Term 2021** **Summer term**	£4,100 £5,660 tbc		

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 from Reception - Year 6. 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.   https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium

Use of Funds	EEF Recommendations
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 ➢ Summer support

Identified impact of March lockdown 1	
Religious Education	Churches have been closed and children have missed coming together with their community for collective worship. Academically children need motivating to write longer in depth pieces. Stamina and focus are areas to focus on.
Maths	Specific content has been missed, leading to gaps in learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten calculation strategies.
Writing	Many children have lost essential practising of writing skills leading to lack of fluency in writing. This can be seen in their writing stamina particularly for extended writing. Pupils spelling, punctuation and grammar across both key stages has been displayed as a weakness with missed opportunities to proof read and edit their work with sufficient support and feedback.
Reading	Many children had access to books and continued to read during lockdown. However there was less discussion about the content, and many read in their home languages rather than English, and thus comprehension is an issue. There needs to be a continued focus on inference and ensuring all pupils have a wide range of reading materials, with opportunities to discuss the content of the texts and to explore their understanding. There have been in gaps in pupils Phonics in EYFS and KS1 with pupils missing key opportunities to apply their learning with the lack of 1:1 reading and support with the class teacher.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning 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.

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)
Supporting outstanding teaching: Subject leaders to be given more release time to team teach across the school, supporting new teachers or cohort where a particular needs in the subject has been identified	Additional release time for subject leaders to support teachers with planning and team teaching as well as analysing assessment data to identify any gaps. Additional CPD for all staff. *Subject leader salaries and release* *National College online program*	
Teaching assessment and feedback 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.	Continue to use Rising Stars National Test-style Standardised Assessments suite termly tests. Invest in new assessment platform Insight to track achievement and identify gaps. *Rising Stars* *Insight*	
Transition support Children who are joining school from different settings or who are beginning their schooling with St. Vincent's have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour of St. Vincent's Catholic Primary School to be filmed and uploaded onto website. Induction visit arranged with parents in outdoor area, providing pupils opportunity to see the school and meet key staff. *(Film made internally so no additional cost and Nursery start delayed to provide time for meetings and safe return for rest of school)*	

ii.   Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)
1-to-1 and small group interventions Identified children are able to access support during the Soft Start 8:00-9:00 a.m.	Parents and staff will work together to identify children who need additional support and agree the days when this will be delivered. For some children this will be daily one to one reading with an adult and for others it will be small group intervention. This is in addition to the usual school support and is specifically to address the impact of the lockdown. Funding need for additional staff hours and greater supply of reading books, particularly phonetically decodable. This requires at least one staff member per class (with an extra person in EYFS to escort from door to classroom and to ensure ratios)Staffing £9,760 for Autumn & Spring terms combined	

iii. Wider Strategies		
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**
Supporting parents and carers Continue to develop home learning with Home learning page on website as well as preparing families for the remote learning offer in case of bubble closure or a future lockdown	Continue to update Home learning page on school website. Develop remote learning plan. Move homework to Google classrooms so all children become experienced in how to use this. Purchase class texts and workbooks (CGP as well as Maths No Problem) to support home learning away from screen (Class texts. CGP MNP)	
Access to technology Purchase sufficient chromebooks so that we can be confident that all pupils have access to a device. This will be distributed immediately so children can use these to access homework and home learning on Google Classroom and thus continue to address gaps in learning even if they are required to isolate	Purchase 50 Chromebooks with licences, and amend Jartech SLA to include management of Chromebooks. Chromebooks to be used immediately by the children to support the curriculum. (Chromebooks Jartech set up of chrome books plus licences)	
Staff technology Purchase laptops for staff to use at home, if isolating or in case of school closure. Support staff to borrow i-pads. Clear separation of personal and professional devices for all staff. Set up Google Classroom. Screencastify to support making of videos for remote learning	Laptops plus set up Google classroom Screencastify licences	
	Cost paid through Covid Catch Up	£9,760