



Catch-Up Premium Plan - Corpus Christi Catholic Primary School



Summary information					
School	Corpus Christi Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£12,880	Number of pupils	160

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 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 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"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers

- Access to technology
- Summer support

Identified impact of lockdown

Maths	<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>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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>
Reading	<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, 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.</p>
Non-core	<p>There are gaps in knowledge where children did not access the work provided at home during lockdown. Some children have therefore missed whole units of work 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.</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 foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> £950</p> <p><i>Purchase additional manipulatives for KS2, Y3 ensuring fluidity of practical maths into KS2.</i> £200</p>	<p>Updates have been made to the curriculum and the subject leaders in non-core subjects received some time out of class to review the impact of their foundation subjects across the school.</p> <p>This was hampered by the the Jan-Mar partial closure, but was picked up again afterwards. This includes research into and the purchase of new schemes, resources and the planning and implementation of themed weeks (e.g. Space Week in Spanish).</p> <p>Additional manipulatives and representatives were purchased for Lower Key Stage 2, to bridge the gaps created by home learning during the Key Stage 1 curriculum during lockdowns.</p>	<p>SB</p> <p>SB</p>	<p>Feb 21 May 21 July 21</p> <p>July 21</p>
<p><u>Teaching, assessment and feedback</u></p> <p>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><i>Purchase and implement the White Rose Premium resources and Assessment materials. Complete termly tests and record assessments to identify gaps and track performance.</i> £99</p> <p><i>Purchase and implement Spelling and Maths Shed resources to provide full coverage of curriculum objectives at both age and stage appropriate levels.</i> £340</p> <p><i>Purchase and implement the TT Rock Stars resources and Assessment materials. Complete</i></p>	<p>The purchase and implementation of the tools for different areas of the curriculum has had an impact on the results, particularly in Maths, with children's reasoning and fluency test data showing improvement across the school.</p> <p>The development of the Science curriculum has also had an impact on results and enthusiasm for science across the school.</p>	<p>JW SB</p>	<p>July 21</p>

	<p>tests and record assessments to identify gaps and track performance. £131.40</p> <p>Purchase and implement Developing Experts Science lessons and resources to provide full coverage of curriculum objectives. £100</p> <p>Purchase and implement IDL to provide extra catch up support and specific interventions for children struggling with Maths. £279</p>	<p>During monitoring and management of the subjects, the school has consistent, high quality lessons and curriculum content across these subjects and the assessments are providing a more accurate picture of the children’s abilities and achievement against the curriculum.</p>		
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Corpus Christi have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>See Termly Class Action Plans:</p>	<p>A 360 interactive virtual tour of Corpus Christi Catholic Primary School is arranged and shared with all new-starters and placed onto the school website. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Corpus Christi. £320</p>	<p>Additional time was provided for meetings with parents when relating to children joining our EYFS class from Nursery and other settings.</p> <p>The virtual tour had to be placed on hold, due to the Jan-Mar lockdown and we continue to work on our website to provide the best introduction to new children and their families.</p>	<p>KB</p>	<p>Ongoing</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1:1 and small group tuition</u></p> <p>Identified children will have significantly knowledge and understanding of Phonics to support their reading and writing in year 1 and 2.</p> <p>Increase in phonics knowledge evident for targeted groups and gaps reduced.</p> <p>Increase in recognition of HF Words and reading skills for targeted groups.</p>	<p><i>Extra time will be given for 1:1 and 1:small group catch up Phonics for year 2 in the Autumn and Spring Term by an experienced teacher of phonics.</i></p> <p><i>Extra time will be given for 1:1 and 1:small group catch up Phonics for Year 1 in the Spring and Summer Term by an experienced teacher of phonics.</i></p> <p>£950</p>	<p>Year 2's baseline Phonics check showed that 60% at the beginning of Autumn Term 2021. Following interventions this rose to a pass rate of 80%. This intervention will continue as the percentage of higher passes are not yet in line with our expectations for Corpus Christi.</p>	<p>SA</p> <p>SA</p>	<p>Dec 20 and Feb 21</p> <p>Feb 21 and May 21</p>
<p><u>1:1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Identified children will have improved maths fluency and reasoning of understanding. This will support those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>KS1</p> <p>Increase in phonics knowledge evident for targeted groups.</p> <p>Increase in recognition of HF words and reading skills for targeted groups.</p> <p>Pupils secure in number recognition.</p> <p>Improved formation of letters / numerals</p> <p>Lower KS2</p> <p>Targeted pupils develop security with basic number skills in Letter / Numeral formation improves.</p> <p>Reading skills developed; greater fluency evident.</p> <p>Pupil recognise increasing number of HF words.</p>	<p><i>Experienced teacher to work across school with specific cohorts of children in 30-minute slots daily from January 2021 – Beginning of April 2021.</i></p> <p><i>See separate timetable and Class Action Plans from January 2021 onwards.</i></p> <p>£10,031</p>	<p>This was impacted by the Jan-Mar lockdown. In its place, the teacher managed the home learning and planned and provided set phonics and maths interventions for individual children, on top of their daily home learning sessions. The teacher also managed a support line for parents and children home learning, to offer advice, further teaching or explanations and to answer any questions. She contacted families who were not accessing the online systems to offer support and ask if there was any further intervention needed, including regular contact.</p> <p>This service was widely used during the Jan-Mar partial closure and had a great impact on the children accessing their home learning and continuing to be educated when at home.</p>	<p>KB</p>	<p>Monthly reviews from Jan - April</p>

<p>Written work of targeted children improves in content and presentation.</p> <p>Upper KS2 Grammar, spelling and punctuation skills improved for targeted children. Number of word and comprehension errors decreased. Basic mathematical operations secure, including knowledge of times tables.</p>				
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><i>Teacher volunteered time after school and lunch times from January 2021 following a terms worth of data and catch up. Targeting Year 2 and Year 6.</i></p>	<p>This was impacted by the Jan-Mar partial closure, but the need will be assessed again in 2022.</p>	<p>AM</p>	<p>Ongoing</p>

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	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>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 to navigate the online learning if the family do not have access to the hardware needed for TEAMS or the website.</p>	<p><i>Website will be upgraded to allow better access to virtual learning and resources.</i> £1200</p> <p><i>Paper packs are printed and ready to be distributed for children unable to access virtual learning.</i> £100</p>	<p>Website upgrade completed. We continue to improve the use of the features.</p> <p>Microsoft Teams is now fully used for all Home Learning opportunities and staff have been fully training and monitored on its use.</p> <p>Stationary packs were available to children who could not access online learning.</p>	<p>AM</p> <p>SB/AM</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase 5 laptops along with the donated funds from PTA to purchase 3 laptops. This will enable teachers to deliver high quality virtual teaching and learning from home during times of isolation for children and staff.</i> £3,350+£2,010</p>	<p>Laptops purchased and software installed. Staff used these to ensure high quality online learning was put in place during the Jan-Mar partial closures.</p> <p>These laptops continue to be used for contacting parents and other professionals as well as providing online learning for home learning and contact with those isolating, following school policy and safeguarding procedures.</p>	<p>SB</p> <p>SB</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Summer Support</u></p> <p>Targeted children had access to sports fun summer camp for up to 4 weeks to support emotional wellbeing following lockdown.</p>	<p><i>Funded and supported by Sport4Kids –</i></p>	<p>A number of disadvantaged children attended the summer sports camp over the 4-week period including PP, LAC and Post LAC children. This supported their wellbeing and transition back into school via a different medium. All of these children are attending school fully with further transitional support needed in September.</p>	<p>SB and RS</p>	<p>Sep 20</p>

	Cost paid through Covid Catch-Up	£12,880
	Cost paid through charitable donations	£2,010 + time from Sport4Kids + volunteered teacher afterschool time
	Cost paid through school budget	£5,170.40
	Total Cost	£20,060.40