



Catch up Funding – 2020/21

1. Summary information

School	Sacred Heart RC Nursery & Primary School		Report written by:	Nichola Day	
Academic Year	2020-2021	Total number of pupils	214 (+ nursery)	Total estimated budget	£17,120

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

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.

EEF Recommendations

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

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Teaching					
Desired outcome	Chosen approach	Cost	Impact (once reviewed)	Staff lead	Review
To identify gaps in learning for all pupils in RWM.	<p><u>Pupil assessment and feedback</u> Detailed assessments will take place over the first two weeks of term focusing on KPIs for RWM. 2 x PM for each class teacher to support facilitating and interpreting assessments. Planning of appropriate interventions.</p>	£1000		Nichola Day RWM leads	
Enquiry Projects 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><u>Pupil assessment and feedback</u> 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. Time for teachers to research and plan non-core subjects through enquiry projects and discrete teaching sequences.</p>	£1000		Sarah Pascoe	

Targeted academic support					
Desired outcome	Chosen approach	Cost	Impact (once reviewed)	Staff lead	Review
Appropriate maths and writing intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number and key skills in writing.	<p>Maths: Detailed assessments were made at the beginning of September against age-appropriate fluency assessments and KPIs. The findings showed that specific content has been missed, leading to gaps in learning.</p> <p>Writing: GAPs specific knowledge has suffered along with lost vocabulary, 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 and independence.</p> <p><u>One to one and small group tuition</u> 1:1 tutoring by class teacher (Y2-6) 1 x PM weekly for Spring/Summer term. YR/1: 1 x1hr weekly</p> <ul style="list-style-type: none"> • Quality first teaching 1:1 by own class teacher. • Robust assessments of gaps in learning • Monitoring of application in the classroom/independent work. 	£11,153		Nichola Day	Half termly

	<ul style="list-style-type: none"> • Ongoing record keeping of planned work and outcomes. • Internal teacher taking on additional hours to cover classes giving continuity of learning and quality assured teaching. 				
To improve the quality of writing in targeted UKS2 pupils.	<p>Writing: GAPs specific knowledge has suffered along with lost vocabulary, 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 and independence.</p> <p><u>One to one and small group tuition</u> 1:1 tutoring (Writing) 1 X AM weekly</p> <ul style="list-style-type: none"> • AR (English subject lead) to lead the intervention. AR has also previously taught the children being tutored. • Ongoing dialogue between Class teacher and AR. • AR will keep an ongoing record of planned work and outcomes. • Entry/exit data <p>Improved end of KS2 writing outcomes</p>	£1546		Angie Ricketts	Half termly

<p>The percentage of pupils reaching the national benchmark in the NPS to be at least national average.</p>	<p>The mix of exposure to quality phonics teaching between those in school, those engaging in RWI at home and those not engaging at all has created a need for less children in more tailored groupings.</p> <p>Purchase additional phonics resources to enable three further groupings. (learning resource pockets/whiteboards/red words/green words).</p> <p>Redeployment of staff to prioritise phonics teaching.</p>	<p>£127.65</p> <p>£0</p>		<p>Jenna Flintham</p>	<p>Half termly RWI phonic assessments</p> <p>December 2020 Y2 will sit the 2019 NPS test.</p> <p>June 2020 Y1 will sit the NPS test</p>
<p>To improve handwriting</p>	<p>We noticed a significant decline in the quality of handwriting and the physical stamina to write.</p> <p>Purchase Letterjoin Daily structured handwriting practice.</p>	<p>£348.00</p>		<p>Angie Ricketts</p>	<p>Half termly</p>

Wider approaches

Desired outcome	Chosen approach	Cost	Impact (once reviewed)	Staff lead	Review
<p>To encourage full engagement at home.</p> <p>Pupils can access learning at home,</p>	<p><u>Supporting parents and carers</u></p> <p>Not all families had the hardware, technology or skills to facilitate online learning with many preferring paper-based learning. Due to the decline in handwriting</p>			<p>Nichola Day</p>	<p>Sept 20</p>

<p>most of which can be accessed independently and on a range of devices, including mobile phones. Pupils are more engaged in home learning and more likely to complete set tasks. Pupils make faster progress in school by rehearsing and revisiting learning at home. Pupils have access to stationery.</p>	<p>over the lockdown period, we would encourage handwritten elements in the event if another long term local or national lockdown.</p> <ul style="list-style-type: none"> • Chromebooks purchased for home access. • Additional online learning resources will be purchased, such as IXL and Purple Mash to support children with English and Maths at home. • First day home-learning paper packs are printed and ready to distribute for all children. These are also available via Google Classroom. • Stationery packs are to be purchased for children to take home when home-learning occurs. 	<p>Trust-funded</p> <p>£800</p> <p>£500</p>			
<p>To ensure that every teacher has a laptop to allow the teachers to access school-based resources from home and facilitate live and recorded lessons.</p>	<p><u>Access to technology</u></p> <p>6 teacher laptops ordered.</p> <p>Webcams for laptops</p>	<p>Trust- funded</p> <p>£180</p>		<p>Nichola Day</p>	<p>Nov 20</p>

Continue to develop staff knowledge and skills in remote learning provision and use of google classroom.	Attend external training opportunities as and when available. Staff are confident in providing an engaging, challenging and broad curriculum online, including opportunities for marking and assessment. Staff confidence and skills in google classroom support their management of workload and wellbeing. Curriculum provision is well received by pupils, where engagement is high and progress is made across all subjects	£500		Nichola Day	

Total spend: £17,154