

Our Lady's RC Primary School

Catch-up Covid Strategy and Expenditure

In June, the Government announced a £1 billion of funding to support children and young people to catch up. Further guidance has now been released and can be viewed at www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium. Schools allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6.

This means that Our Lady's RC Primary School will be in receipt of **£13,440** (168 x £80) this year to help support our pupils. 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 has published a support guide for schools with evidence-based approaches to catch up for all pupils. We have considered this when planning our approach for the use of this funding.

Barrier to getting pupils back on track:

- Loss of learning due to school closure
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time
- Changes in behaviour, including anxiety, self-esteem and self confidence
- Pupils not being able to make links to previous learning
- Phonics knowledge and application for pupils in EYFS and KS1
- Foundations of learning in Early Years
- High incidence of EAL learners not having opportunity to be speaking English at home.

At Our Lady's RC Primary School, this money will be used in order to provide:

- Curriculum resources and materials that ensure that gaps in learning for identified groups are addressed and pupils are supported to "catch up" whilst supporting the mental health of all pupils.

- Additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

There are two broad aims for catch-up premium strategy at Our Lady’s RC Primary School:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Catch Up at Our Lady’s RC Primary School:

For all children

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose Maths Scheme as our spine of learning and we have been able to use catch up premium to purchase adapted plans that have been purpose written for catch up. Numicon has been used to support children who do not have sufficient understanding of place value and calculation. My Maths remote learning platform has been purchased and offers differentiated learning to address individual pupil targets. In curriculum English we will be using Pathways to Write to support gaps in writing skills and ‘Bug Club’ online reading scheme to allow wider access to a range of reading materials and to support the learning and application of phonics and to develop comprehension skills particularly inference.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: developing spoken language skills, handwriting, spelling of

high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

- **Additional lesson time on core teaching.** Reading, Writing and Maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. We have purchased Bug Club Reading online scheme for all pupils and have invested in high quality real books for KS2 pupils.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. We undertook baseline assessments in the first part of the Autumn term for all children to identify gaps in learning. Nuffield Early Language Intervention will be offered in order to improve the oral language skills of Reception aged children.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. A main focus across the school in PSHE and SMSC will be, providing regular opportunities for pupils to identify and express their feelings and anxieties and to ask questions. Key staff undertook training in support children's mental health following the Covid 19 lockdown.

(For some children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through on-going assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

To be reviewed as necessary

Planned expenditure for current academic year

Quality of teaching for all					
Action	Cost	What's the evidence and rationale for this choice? EEF guidance	Intended outcome and success criteria	Staff lead	When will you review this?
Implementation of White Rose Maths scheme and My Maths online scheme to support the teaching and learning of Maths across the school.	£100 White Rose £355 My Maths	<p>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<ul style="list-style-type: none"> • All staff trained in planning and delivering new schemes of work • Gaps in learning are identified • Pupils make accelerated progress in their learning at each assessment point • Work scrutiny shows gaps in learning are being addressed • Pupils who do not show sufficient understanding of place value and calculation are supported to catch up 	Maths Subject Leader - MG	Termly

<p>Implementation of Pathways to Write to support teaching and learning in Curriculum English.</p>	<p>£1,878.00 Writing scheme</p>	<p>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Pathways to Writing scheme builds on the reading to writing process 'Talk for Writing' which includes: immersion in high quality reading texts, 'imitating the writer, innovating the writing, then inventing their own writing.'</p>	<ul style="list-style-type: none"> • All staff trained in planning and delivering new schemes of work • Gaps in learning are identified • Pupils make accelerated progress in their learning at each assessment point • Work scrutiny shows gaps in learning are being addressed 	<p>English Subject Leader AW JF</p>	<p>Termly</p>
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<p>Bug Club online reading scheme purchased for all year groups</p>	<p>£1099</p>	<p>There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Bug Club is used regularly in each class and set for work at home to enable all children to access a wide range of reading material at their specific level and to develop phonics and comprehension skills, particularly inference.</p>	<ul style="list-style-type: none"> • Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. • Increased participation by pupils to engage them as readers and encourage them to finish books and read a wide variety genres. 	<p>AW JF</p>	<p>Termly</p>
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Targeted support					
Action	Cost	What's the evidence and rationale for this choice?		Staff lead	When will you review this?
Provide additional booster classes/ tutoring support /Academic Mentor (Summer Term)	£9808 including Academic mentor- £3800 on costs £19000 funded by DFE	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	<ul style="list-style-type: none"> Facilitate staff training for additional interventions Identify pupils Ensure that any Tutors are of the highest quality Appoint a lead teacher to fully train the tutor in supporting small groups of pupils to a high standard Support the Tutor in additional training opportunities. Positive impact of interventions/tutoring 	MG AW	Weekly reviews
Introduce Nuffield Early Language Intervention	Time for training and implementation	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	<ul style="list-style-type: none"> NELI training for identified members of staff NELI offered to pupils who are identified as most in need Improved the oral language skills of reception aged pupils 	MG SEND Leader RB EYFS Leader	Half termly

Training (Mental Health, wellbeing and communication)	£200	In order to support pupils who are suffering mental health, communication or wellbeing issues as a result of Covid 19 and lockdown, whole class or one to one/ small group interventions are likely to be necessary to support reintegration into school, personal impact (e.g. bereavement) related to Covid 19 etc.	<ul style="list-style-type: none"> • Key staff training around supporting mental health, communication and wellbeing. • Interventions and whole class approaches in place to support all pupils as necessary either as part of PSHE or specific targeted intervention. 	MG AC LM TD	Half termly
Total budgeted cost:					£13440