



# Catch-Up Premium Plan

With **Christ** at the  
centre, our *Dream*  
is for **greatness** in our  
learning, to  
*Believe* in our  
unique talents, to be  
Guardians of  
**life & creation**  
and to *Achieve*  
a **better world**, by  
**living life to the full.**

**Headteacher**  
**Mrs J. Myerscough**



# Catch-Up Premium supports our SIP

## PRIORITY 6

Securing foundations for future learning through a sharp focus on communication, phonics and vocabulary in EYFS.



## PRIORITY 5

Ensuring that strong leadership enables all areas of teaching, learning and assessment to be highly effective.

## PRIORITY 1

Ensuring all teaching across the school is consistently good or better, ensuring all learners are challenged and make good progress.

## PRIORITY 2

Ensuring at least good progress in writing at the end of KS2, increasing the percentage of pupil's achieving EXS and GDS.

This year, we will continue to improve our school in lots of ways. In particular, we are working on...



## PRIORITY 4

Continuing to develop and promote positive behaviour and attitudes to further aid the personal development of pupils and support them in the wake of the Covid-19 pandemic.

## PRIORITY 3

Increasing the rate of progress in phonics and reading across the school, developing vocabulary and comprehension skills.

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# Covid Recovery team



Mrs.  
Myerscough



Mrs. Aspinall



Mrs. Prince



Mrs.  
McDonald



Mrs.  
Singleton

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# Summary Information

	<i>Funding</i>
<b>COVID Catch Up Grant - 2020/21 Academic Year</b>	<b>£25,040</b>

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# 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.

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# Use of funds

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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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><li>➤ Summer support</li></ul>

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# Identified impact of Lockdown

<b>Maths</b>	<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>
<b>Writing</b>	<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>
<b>Reading</b>	<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. The bottom 20% of readers have been disproportionately affected.</p>
<b>Non-core</b>	<p>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.</p>

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## Barriers to learning at SJSB

- ❖ **Oral language skills** on entry to school are low. This hinders reading, writing and phonics attainment in reception and KS1. This also filters through to KS2, impacting on writing specifically.
- ❖ **Mathematical reasoning and arithmetic** skills are lower.
- ❖ **Attendance** Low attendance would impact on academic achievement.
- ❖ **Behaviour for learning** is less well established.
- ❖ **Parental engagement** in home reading and routines is sporadic.
- ❖ **Resilience** children are less resilient and less willing to 'have a go'.

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# Evidence-informed Implementation at SJSB

[https://educationdocumentsfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2020-21.pdf](https://educationdocumentsfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

## 1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

## 2 Targeted academic support

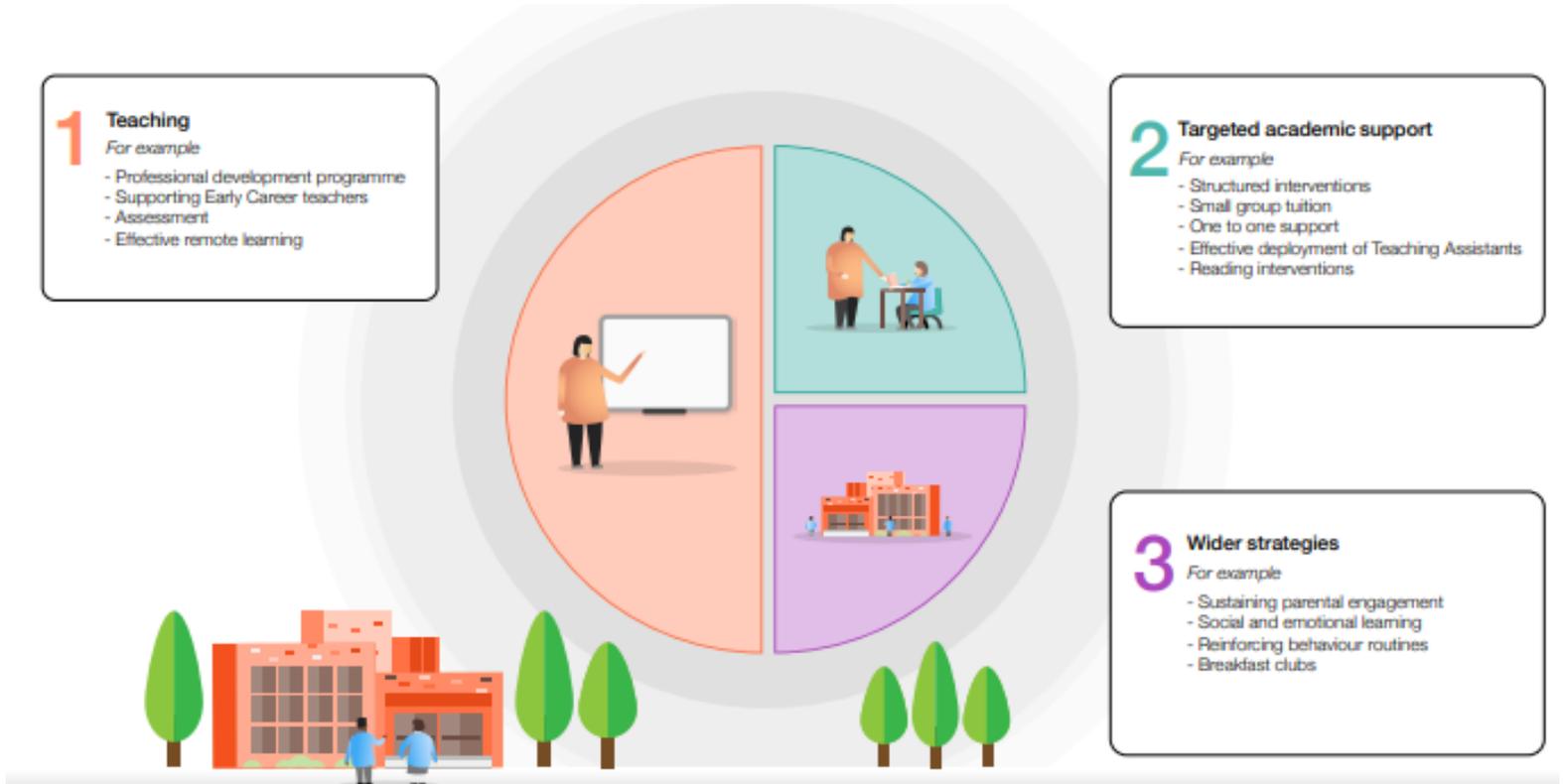
For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

## 3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



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# Planned Expenditure

## Teaching and whole-school strategies

### Supporting great teaching:

The foundation subjects 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.

Monitoring and coaching to support quality first teaching

NQT support

***Mrs. Prince is not allocated to a class this year and is being covered by an NQT. This is to release teachers, implement interventions, to monitor teaching and learning and to coach where the need arises.***

***Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.***

***(£ within the cost of the NQT salary to release Mrs. Prince)***

### 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.

***Purchase and implement the NFER Assessments and Implement and embed the use of Integris and Hello data. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.***

***(£ within the cost of the NQT salary to release Mrs. Prince)***

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# Planned Expenditure

## Targeted approaches

### 1-to-1 and small group tuition

Identified children will have significantly increased rates of reading fluency. 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.

*Mrs Pearson to train all support staff in Reading Fluency*

*Additional release time and training to support the delivery of the reading fluency project. Additional PPE (screen) purchased to enable intervention across phases.*

**(£450)**

### Intervention programme

Wellcomm a speech and language intervention, supports those identified children in increasing their knowledge and understanding of the spoken word to increase fluency and comprehension. Extend the intervention with the purchasing of the KS2 pack.

*Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).*

**(£470)**

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# Planned Expenditure

## Targeted approaches

### Intervention programme

Motional an SEMH diagnostic and intervention, supports those identified children who are struggling with behaviour for learning.

*Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).*

**(£350)**

### Intervention programme

Farm and Forest – In additional to whole Year group sessions. A targeted groups of children form Year 3/4 who have to most significant gaps.

Miss Murphy is targeting their love for learning, resilience and confidence building during the sessions.

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# Implementation

Strategy	Cost
NQT Teacher to release Mrs. Prince	£24,373
Motional	£350
Wellcomm	£470
Perspex screens for interventions	£450

£25,040	
Total	£25,643
£603 Overspend	



# Measuring the impact of Catch-Up Premium

- Data will be closely monitored by class teachers and SLT.
- Teachers will discuss their class data analysis at termly Pupil Progress meetings held alongside the PPG Lead and SENCo.
- Targeted children will be identified on termly whole class provision maps. These will include specific details of Interventions or 'catch up' programmes that have been put in place.
- 'Target' children each term. These will be identified using data analysis and conversations with class teachers and the pupils themselves.
- Pupil interviews will be held to ensure their views are valued and considered when planning for their funding.
- Regular meetings to be held between the pupil support worker and PPG lead to discuss what is working well and any concerns.
- Motional assessments show an improvement.

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