

# St Charles Catholic Primary School

## COVID-19 catch-up premium Strategy 2020-21



To enable schools to address learning lost during lockdown, the Government has made available to every school extra funding to support the catch up of children's learning.

Having considered where the main gaps are at St Charles, we have put together a plan for using the Catch-up Premium, which will start from Spring term 2021. This strategy document will allow us to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and Governors the impact it has on pupil achievement.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account. In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

### School Overview

Number of pupils YR-Y6	243
Proportion of disadvantaged	39%
Proportion of SEND (including those with EHCP)	16%
Catch-up Premium allocation (No. of pupils x £80)	£19400
Date Published	December 2020
Review Dates	March 2021 July 2021
Catch-up Funding Leads	Headteacher, SENCO, Assistant Head
Governor Lead	Dave Hallbery

## CONTEXT OF THE SCHOOL AND STRATEGY STATEMENT

St Charles serves a community where 39% of pupils are in receipt of pupil premium funding, well above the national average. This figure is only part of the whole picture; we have many families who do not qualify for free school meals or other support yet who are need support. The situation has worsened since the coronavirus pandemic.

During the first national lockdown, we supported a high number of vulnerable and key worker children at school. When we were able to welcome back other year groups, we had an average of 25% of our pupils attend school. The school provided online learning for all pupils as well as printed copies of learning for those who could not access the online platform. Whilst many pupils engaged well with the learning, many did not due to a range of issues: connectivity issues, lack of access to devices, parents working, parents inability to support them.

Since lockdown, the school has been supporting the welfare of vulnerable pupils through the provision of meals or vouchers. This included families who were not entitled to free school meals and who had no recourse to public funds. This has continued during the autumn term when government funding was not in place for this.

Since reopening in September 2020, we identified common issues experienced by our pupils:


- loss of language and vocabulary across all subjects
- deterioration in handwriting and fine motor skills
- loss of independence and self confidence
- poor resilience and focus
- deterioration in basic skills in English and Maths as well as other subjects
- impact of sentence structure and stamina for writing
- issues around spellings and phonic knowledge
- poor number knowledge and fluency with the four operations
- younger pupils are having difficulty with concentration and socialisation

These gaps were evident in the baseline assessments carried out in September 2020 and are on-going. Pupils are less able to access pre-requisite knowledge and skills when learning is something new and therefore make fewer connections in learning. Our Early Years have been particularly affected in the personal, emotional and social education with issues around socialisation, sharing and interacting with others. KS1 pupils have also finding it difficult to access the KS1 curriculum having missed the opportunity to acquire basic skills necessary to make that transition.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Issues with attendance, particularly affected by shielding or self-isolating
B	Year 1 pupils still working towards ELG
C	Year 5 and 6 have high proportion of pupils with low attainment, high SEND and social and emotional issues
D	Gaps in key skills
E	Poor resilience, focus and independence following lockdown
F	Poor language and vocabulary, particularly in EYFS
External barriers: (issues which require action outside school)	
F	Lack of means to access online learning and lack of engagement with Google Classroom
G	

## Intended Outcomes and Planned expenditure for 2020/21

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Gaps in knowledge identified and addressed	Gaps identified can be acted on Teaching responds to pupil need Interventions and whole class teaching address gaps	<ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• </li> </ul>	Pupil progress meetings Phase meetings Monitoring of planning	£0	Termly
Curriculum priorities reviewed	Key knowledge and skills taught Curriculum allows time for developing resilience, independence and emotional support	KCSIE <a href="#">EEF's COVID-19 support guide for schools</a>	Monitoring of books and planning by subject co-ordinators	£0	Termly
Quality first teaching to support all pupils to make progress	Pupils make accelerated progress Work scaffolded for pupil Outcomes begin to return to pre-Covid levels	<a href="#">EEF's COVID-19 support guide for schools</a>	Pupil Progress meetings Monitoring cycle of teaching and books	From existing budgets	Termly
Participation in Nuffield Early Language Intervention language project	Accelerated the development of young students' early language and literacy skills. Rapid progress in language skill acquisition Gaps resulting from lockdown closed	EEF Promising Projects DfE funded project	Monitoring of C&L progress from baseline (both school baseline and project baseline) Project outcome data SLT to monitor implementation	£500	Termly and at end of project
Total budgeted cost:					£500

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Higher Level Teaching Assistant to deliver maths and English interventions to small groups of children to address gaps in learning	Gaps closed Key Skills developed Pupil confidence grows Pupils back on track	Evidence from EEF and Sutton trust for small group interventions groups. Employing someone in house will provide more control and better tailoring of interventions to pupil need.	Pupil progress meetings Teacher moderation Evidence in books	£12000	Spring 21 June 21
Engagement with National Tutoring Programme	Gaps in maths closed for pupils in receipt of Pupil Premium Grant (PPG) Improved outcomes in maths, particularly at KS2	DFE's national tutoring programme for PPG pupils EEF evidence of widening gaps for PPG following lockdown	Monitoring of Maths outcomes Evidence in books Pupil progress meetings	£3000	Each programme lasts 10weeks. Review at end of each block
Morning Skills Programmes	Gaps in maths and English closed Pupils confidence grows Pupils back on track	Evidence from EEF and Sutton trust for small group interventions groups	Monitoring of pupil outcomes	£2500	Termly
Working with families with poor attendance due to self-isolation/shielding	Safeguarding of pupils Supporting academic progress	DfE requirement for attendance Guidance on reopening	Attendance monitoring Safeguarding reviews/team around the school/team around the family	£0	Half termly or more regularly as necessary
Booster Sessions for Year 6 and year 2	Gaps in maths and English addressed Pupils achieve well and are ready for next stage of their education	Evidence from EEF and Sutton trust for small group interventions groups	Monitoring of pupil outcomes End of KS results	£2300	termly
<b>Total budgeted cost:</b>					<b>£19800</b>

Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Implement recovery curriculum and MindUp	Pupil wellbeing improved Pupils more able to access learning Relationships re-established	EEF moderate impact for moderate cost DfE and KCSIE focus on pupil wellbeing	Teacher feedback Whole school initiatives	£100	Termly
Welfare support for vulnerable families	Pupil wellbeing Safeguarding	NFER research into support for vulnerable pupils and the children of key workers	Weekly and half-termly review of families requiring welfare support	Use of PPG funding DfE FSM Vouchers £300	Weekly and half-termly
Providing families with technology to access online learning	Pupils can access learning during periods of isolation Digital divide closed	EEF evidence DfE strategy for technology	At Governor's Board Meetings	-Westway funding -PFA funding -SIM cards from Vodaphone -DfE technology funding	Dec 20 March 21 June 21
Helping parents support their children's emotional needs eg by signposting them to the Educational Mental Health Team	Pupil wellbeing Pupil able to manage emotions and anxieties Improve behaviours for learning	DfE and KCSIE focus on pupil wellbeing	Discussions with parents and pupils Feedback from teachers	From existing funding	Adhoc as necessary
Pupils identified needing emotional support	Pupil wellbeing Improved behaviours for learning	Ofsted framework and briefings/reports on CovidKCSIE	Half-termly reviews Termly pupil progress meetings Adhoc referral by teachers and parents	From existing budgets	On-going
<b>Total budgeted cost:</b>					<b>£400</b>