

## St Joseph's School Catch Up Premium

St Joseph's Roman Catholic Primary School- Catch-up Premium Funding Strategy Statement 2020-2021			
Summary Information	Total number of pupils: 349	Amount of catch-up premium received for each pupil: £80	Total catch-up premium budget: £27,920
Strategy Statement	<p>In August 2020, the Government announced additional funding for schools to deliver Catch-up funding following the COVID 19 lockdown measures. The amount allocated to St Joseph's Roman Catholic Primary School based on eligible pupils is £27,920 which equates to £80 per pupil from Reception to Year 6. 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.</p> <p>In summary, the EEF projections for the impact of widespread school closures identify:</p> <ul style="list-style-type: none"> <li>➤ The disadvantaged attainment gap widens</li> <li>➤ Assessment of lost learning is crucial</li> <li>➤ Targeted support in addition to wider school initiatives are required</li> <li>➤ Absence rates upon return are crucial</li> </ul> <p>Effective home learning programmes have been found to mitigate the impact. There is an acknowledgement that while the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.</p> <p>The purpose of this report is to effectively plan the way the Catch-up funding will be spent over the coming year and enable us to inform parents, carers and governors of the impact it has on pupil achievement.</p> <p>Teaching: Great teaching is the most important resource schools have to improve outcomes for their pupils.</p> <p>Targeted Academic Support: There is extensive evidence supporting the impact of high quality one to one or group tuition as a Catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.</p> <p>Pupil Assessment and Feedback: Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p>		

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	<p>Wider Support: Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p>
<b>Our Aims</b>	<p>Our school priorities for use of Catch-up premium funding are:</p> <ul style="list-style-type: none"> <li>➤ Consolidate the core skills of writing (non-negotiables)</li> <li>➤ Decoding and phonetic knowledge to develop reading and writing strategies</li> <li>➤ Comprehension in reading</li> <li>➤ Consolidate arithmetic and number skills, developing fluency and accuracy</li> </ul> <p>The core approaches we are implementing are:</p> <ul style="list-style-type: none"> <li>▪ Training and coaching for staff to improve their pedagogy of learning and practice in the classroom.</li> <li>▪ Investment in IT and online reading support to support remote learning and reading comprehension/language development at home.</li> <li>▪ Extended school day (booster) for targeted pupils and small group tuition in the Lent and Pentecost term for those children who, despite quality first teaching, may still fall behind.</li> <li>▪ Targeted catch up interventions which enable rapid progress and catch up</li> </ul> <p>The overall aims of our Catch-up premium strategy are:</p> <ul style="list-style-type: none"> <li>❖ To continue to raise the attainment of all pupils, particularly those who are deemed disadvantaged or have special educational needs or disabilities, and to close the gap created by COVID-19 partial school closures.</li> </ul>
<b>Barriers to future attainment - academic</b>	<ul style="list-style-type: none"> <li>A. Understanding of language is low and comprehension and understanding weak</li> <li>B. Some pupils are already behind peers in terms of academic ability and therefore have further catch up to do</li> <li>C. Pupils do not have access to online learning at all or produced work that was of very low quality. A small minority of pupils did not return immediately to school in September and therefore have even more catch-up to do.</li> <li>D. Some pupils have had limited access to reading material during the Pentecost term. Therefore, their reading ages may be lower than expected at the beginning of the Advent term 2020.</li> </ul>
<b>Additional external barriers:</b>	<ul style="list-style-type: none"> <li>A. Some pupils have limited space and facilities for home learning, including access to IT facilities.</li> <li>B. Attendance and parental engagement of some disadvantaged pupils is low</li> </ul>

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C. Deprivation in term of cultural capital. Some pupils do not have a wide range of experiences beyond the school day and exposure to high quality texts. Some parents have limited language to support their children.

Teaching	Intended outcome and success criteria	Rationale	How will you make sure it is implemented well?	Costs	Staff Lead	When will you review this?
<b>Training for all teachers to improve learning, consistency and practice within the classroom</b>	Quality first teaching ensures vast majority of pupils do not require any longer-term interventions in order to catch-up to diminish gap in learning Teachers will have increased levels of confidence in meeting the needs of their pupils	A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19	<ul style="list-style-type: none"> <li>➤ Training with English Lead regarding the teaching of Reading and Writing in St Joseph's.</li> <li>➤ Training with Maths lead regarding arithmetic, number skills and developing fluency and accuracy.</li> <li>➤ Drop ins and book looks</li> <li>➤ Discussions with pupils and staff</li> <li>➤ Workshops and INSET training</li> <li>➤ PPM meetings</li> </ul>	Supply cover-£2,000	<ul style="list-style-type: none"> <li>➤ HT</li> <li>➤ DHT</li> <li>➤ AH</li> <li>➤ Maths Lead</li> <li>➤ English Lead</li> </ul>	Termly through PPM and evaluation of impact upon pupils of training
<b>Small group/1-1 tuition in Lent / Pentecost term to</b>	All pupils are on track to achieve in	Carefully planned and well-timed 1:1/small group	<ul style="list-style-type: none"> <li>➤ Internal data and assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• £6,000 for intervention TA</li> </ul>	<ul style="list-style-type: none"> <li>➤ HT</li> <li>➤ DHT</li> <li>➤ AH/SENDco</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupil progress meetings</li> </ul>

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ensure that gaps in learning continue to diminish for all pupils	line with their KS1 results	interventions can have significant impact on pupil progress	➤ Two support staff employed for the Lent and Pentecost term to deliver 1-1 or small group intervention programmes (catch up)	• £10,500 for additional intervention TA		➤ Termly data and PPM meetings
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Targeted Academic Support						
Teaching	Intended outcome and success criteria	Rationale	How will you make sure it is implemented well?	Costs	Staff Lead	When will you review this?
<b>Purchase of specific intervention programmes and resources to support pupils who may be at risk of falling behind in reading e.g. Phonic book readers / Trugs / Maths topical resources / Catch up reading scheme</b>	Gaps closed between disadvantaged and others	Teachers are experts and are best placed to know what additional support is needed and what intervention will ensure success for targeted pupils in collaboration with the Inclusion Officer	➤ Tracking pupils through internal data systems ➤ Discussions with teachers in PPM meetings	£4,000	➤ HT ➤ DHT ➤ AH/SENDco	Termly through PPM and evaluation of impact upon pupils of training Review of interventions in place

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Wider Strategies						
Teaching	Intended outcome and success criteria	Rationale	How will you make sure it is implemented well?	Costs	Staff Lead	When will you review this?
<b>Purchase of devices and internet for families and for pupils to use in school or at home</b>	Pupils (particularly those identified as disadvantaged) are confident using IT under all circumstances e.g. including local lockdowns or bubble closures	While we do not know if there will be another lockdown for schools or how many classes will be required to self-isolate, devices can be used to enhance the learning within school and pupils can develop their confidence and skills using them. In the event of remote learning being used, pupils who have immediate access to devices and are comfortable using them, are more likely to access work.	<ul style="list-style-type: none"> <li>➤ Monitoring data and engagement for those pupils who are allocated devices.</li> <li>➤ Tracking online attendance to ensure all pupils are on line during lockdowns or bubbles closures etc</li> </ul>	6 laptops = £3,500  8 tablets = £2,500 (£500 donation from the Matins Rotary)	<ul style="list-style-type: none"> <li>➤ HT</li> <li>➤ BM</li> <li>➤ AH/SENDco</li> </ul>	Ongoing

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Total funding costs £27,920

When producing this report, the school referred to the following information and research:

1. School contextual data and analysis of attendance records
2. Research based Evidence from the EEF
  - Rapid evidence assessment Impact of school closures on the attainment gap
  - The EEF guide to supporting school planning: A tiered approach to 2020-21
  - Metacognition and Self -Regulation: Evidence Review May 2020
3. Results of staff and pupil consultation regarding engagement with remote learning and access to devices