

Holy Rosary RC Primary

Catch Up Premium spending plan



Summary Information						
Academic Year	2021-2022	Number of Roll	201	Total Catch-up Premium Allocation	Autumn	£5,300
					Spring	£4,080
					Summer	£6,700
					£16,080	

Guidance

Children and young people across the country have experienced unprecedented disruption to their education of his as a result of coronavirus (Covid – 19). Those from the most vulnerable and disadvantaged backgrounds will be the among those hardest-hit. The aggregate impact of last time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools allocation 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 year six

As the catch-up premium has been designed to mitigate the effects of the unit disruption caused by coronavirus (Covid – 19), the grants 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	EEF recommendations
<p>School 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.</p> <p>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. School should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EES advises the following:</p> <p>Teaching on whole school strategies</p> <ul style="list-style-type: none"> ⇒ Supporting great teaching ⇒ Pupil assessment and feedback ⇒ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ⇒ One-to-one and small group tuition ⇒ Intervention programs ⇒ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ⇒ Supporting parents and carers ⇒ Access to technology ⇒ Summer support

Impact of lockdown – issues identified from September 2020 as barriers to learning

Numeracy and Literacy skills

- Children have had limited access to books at home – 37% not enough books
- Only a small percentage of children have been read to

How Often Did Your Child Read During Lockdown?	
Everyday	20
Twice a week	21
Once a week	4
Rarely	14

Huge variations in home learning support - With only 1/3 accessing consistent delivery on Google classroom.

Provision – Children Year 1 - 6 (158 children)		
Google Classroom	In school	Learning Packs
48 children -30.4%	55 children – 34.8%	58 children – 36.7%

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- Children not involved in extended writing – those on Google classroom utilising IT rather than writing.
- Children's stamina and concentration, especially in relation to handwriting has reduced significantly.
- Recall of basic number facts in maths has suffered – children struggling to recall

Other subjects

- Blocks of key knowledge have been missed, even for those children engaged in remote learning. Skills and strategies to help children retain this knowledge will also have not been developed so connections between key facts will be disjointed.

Wellbeing and Emotional Aspects

- Children's concentration span is limited and children are no longer able to concentrate for extended periods.
- Erratic attendance percentage for children as they are impacted by parents and sibling isolations.
- EAL children, of which we have 38.7%, have not been exposed to English in the home environments. These children will almost have to re-learn some basic language skills.
- Emotional well-being of children is poor with parents reporting high anxiety levels.
- Many children have experienced a great deal of loss through:
 - Lack of daily routines
 - Lack of social interaction
 - Isolation – low self esteem, self-worth
 - Possible trauma and bereavement.
- Interactions with other children has been minimal and instances of conflict increased as children found adapting to the increase of other children around them a challenge.

Planned Expenditure

I. Teaching and the whole school strategies

Desired outcome	Chosen approach and cost	Impact	Staff lead	Review date																									
Supporting great teaching																													
Children make accelerated progress in Reading, with an emphasis on Phonics so that gaps between prior attainment and end of year expectations are reduced.	<ul style="list-style-type: none"> • Use of Bug club to promote home reading in support of class lessons. • Text from Bug club used in whole class teaching and also in support sessions with other teachers/TA's • RWI lead to complete RWI assessments and identify target children. • RWI lead to deliver one-to-one and small group support – including children at home • RWI lead to continue to model highly effective RWI practice using a coaching model. • Cost - RWI teacher - £18.13 x20 hrs per week x 10 weeks = £3626 	Reading Progress shows all cohorts made good progress in % of children at age related expectations	SW/JMc	Spring 22, Sum 22																									
		<table border="1"> <thead> <tr> <th>At expected +</th> <th>Entry Aut 21</th> <th>Exit – Sum 22</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>44%</td> <td>73%</td> </tr> <tr> <td>R</td> <td>23%</td> <td>60%</td> </tr> <tr> <td>Y1</td> <td>37%</td> <td>63%</td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>Y3</td> <td>52%</td> <td>63%</td> </tr> <tr> <td>Y4</td> <td>55%</td> <td>83%</td> </tr> <tr> <td>Y5</td> <td>32%</td> <td>54%</td> </tr> <tr> <td>Y6</td> <td>58%</td> <td>61%</td> </tr> </tbody> </table> <p> Year 1 Phonics Progress: Sept 2021- 20% on track to pass phonics check (Prediction – 66%) Actual – 63% Year 2 Phonics Progress: Sept 2021- 45% on track to pass phonics check Actual – 70% </p>	At expected +	Entry Aut 21	Exit – Sum 22	N	44%	73%	R	23%	60%	Y1	37%	63%	Y2	50%	61%	Y3	52%	63%	Y4	55%	83%	Y5	32%	54%	Y6	58%	61%
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<p>Children make accelerated progress in Writing, with opportunities for extended writing increased and the gap between prior attainment and end of year expectations are reduced.</p>	<ul style="list-style-type: none"> Review and Target - Opportunity for weekly extended writing factored in to plans Focus of reward assembly JH—to support extended writing sessions in support of Talk4writing Show case for writing created to increase profile of writing and achievement <p>Cost – teacher - £18.13 x10 hrs per week x 10 weeks = £1813</p>	<table border="1"> <thead> <tr> <th>At expected +</th> <th>Entry Aut 21</th> <th>Exit – Sum 22</th> </tr> </thead> <tbody> <tr><td>N</td><td>44%</td><td>72%</td></tr> <tr><td>R</td><td>37%</td><td>50%</td></tr> <tr><td>Y1</td><td>30%</td><td>60%</td></tr> <tr><td>Y2</td><td>50%</td><td>40%</td></tr> <tr><td>Y3</td><td>34%</td><td>41%</td></tr> <tr><td>Y4</td><td>41%</td><td>45%</td></tr> <tr><td>Y5</td><td>14%</td><td>43%</td></tr> <tr><td>Y6</td><td>48%</td><td>55%</td></tr> </tbody> </table> <p>Talk4 writing introduced. Children developing the foundations and basics which will be fully evident 2022-23</p>	At expected +	Entry Aut 21	Exit – Sum 22	N	44%	72%	R	37%	50%	Y1	30%	60%	Y2	50%	40%	Y3	34%	41%	Y4	41%	45%	Y5	14%	43%	Y6	48%	55%	<p>SLT</p> <p>JH</p>	<p>Apr 22</p> <p>Apr 22 July 22</p>
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<p>Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including remote teaching.</p>	<ul style="list-style-type: none"> White Rose - £100 Nuffield Early Language Intervention (NELI) cover to release teachers and teaching assistants £500 <p>Cost - £600</p>	<ul style="list-style-type: none"> Teachers are much more confident in the delivery of mass and more adept in targeting gaps. Instruction of LBQ as a resource vastly beneficial and has had a positive impact in key stage two maths Progress in EYFS language positive, Percentages of children at expected in F2(Rec) in “Speaking” rose from 39% to 71% Percentages of children at expected in F2(Rec) in “Speaking” rose from 30% to 60% 	<p>LD/SW</p>	<p>Jan 2021</p>																											
<p>Pupil assessment and feedback</p>																															
<p>Teachers have a very clear understanding of gaps in learning and which areas need greater focus in order that gaps decrease</p>	<ul style="list-style-type: none"> Assessment guide created to measure gaps and return to school after a period of closure (see guide) Assessment completed as per policy – Insight used to identify target children Assessments to be analysed by SLT and sessions with class teachers to identify targeted support Teachers supported in the use of insight - in identifying target groups and reviewing progress. <p>Cost – LD Progress meetings - £18.13 x10 hrs per week x 4 weeks = £725.20</p>	<ul style="list-style-type: none"> Teacher targeting enabled clusters of children whose gaps were significant on return after Lockdown. Children had very low rates of adjusting on return to school based on their experiences. Teachers were clearly identify these children and targeted them accordingly. Inside tracking implemented well and developed into a piece of work on marking and feedback as part of the EEF research. The development of verbal feedback is the most effective tool rather than written marking. This process was developed and is having a much greater impact in the classroom. 	<p>LD</p> <p>LD</p> <p>SLT</p> <p>LD</p>	<p>Sept 22</p> <p>Sept 22</p> <p>Dec 21 Mar 22 May 22 July 22</p> <p>Sept 21 Marc 22</p>																											

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Interventions programs				
Appropriate interventions such as Nuffield, 1:1 phonics, communication and language interventions, supports those identified children in reinforcing their understanding of basic skills.	<ul style="list-style-type: none"> Nuffield early language training– 2 EYFS staff Delivery of the NELLI (Nuffield Early Language Intervention) in Reception, Training. Allocation of EYFS TA training, language interventions in the EY and phonics interventions in the EY <p>Cost – teacher/TA training £100</p>	<ul style="list-style-type: none"> Progress in EYFS language positive, Percentages of children at expected in F2(Rec) in “Speaking” rose from 39% to 71% Percentages of children at expected in F2(Rec) in “Speaking” rose from 30% to 60% Additional staff needed to be trained due to changes in EYFS 	TG/JP	Aut 2021 – Spr 2022
Extended school time				
Parents will feel supported and able to sustain working patterns through before and after school club provision.	<ul style="list-style-type: none"> Breakfast club /after-school club subsidise places available for vulnerable children or families with financial hardship. <p>Cost – Allocated under PP (No implications on catch up finding)</p>	<ul style="list-style-type: none"> 10 Breakfast Club & 20 clubs per term BC= 190 x £1 per child £190 per year Club = £6 per half term £36 per child per year £1900 & £ 720 = £2620 	SLT	Aut 2021 – Spr 2022

3. Wider strategies				
Desired outcome	Chosen approach and cost	Impact	Staff lead	Review date
Supporting parents and carers				
Parent and school links are supportive of challenges faced. Parents communicate with school around challenges developments.	<ul style="list-style-type: none"> Parents’ evening completed via telephone so that parents feel safe Access point on school app for key people 	<ul style="list-style-type: none"> Increased engagement by parents in use of phone option. Less parents engaged with video option and some had to be repeated This was repeated and both offered – 98% engagement 	SLT	Oct 21 Feb 22
Access to technology				
A strong remote learning offer to be in place. A new remote learning strategy is in place and all staff are trained in its use (Autumn term). Children have access to laptops purchased, in addition to those funded and provided by the DfE to support remote learning	<ul style="list-style-type: none"> TAs trained in the use of Google classroom Expectations for remote learning offer shared with staff and parents Remote learning survey staff/parents to be completed and adaptations made to improve schools offer An additional 2 laptops purchased to support families, who do not have access to any device, to have access to remote learning 28 received under DfE allocation 	<ul style="list-style-type: none"> Learning offer strong and adapted using feedback from parents Flexibility in plan enabled this to be applied to individuals on return for school Clear policy and expectations Communication clearly on school website Laptops highly effective for upper key stage 2 when repeated bubble closures. <p>Cost – 2 laptops = £1000</p>	LD SLT	Sep 21 Mar 22

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