



St Charles Catholic Primary School

Coronavirus (COVID-19): Catch-up Funding Plan

Overview					
School	St Charles Catholic Primary School				
Academic Year	2020.21	Catch-Up Fund	£16,800	Total Pupils	210

DfE Guidance

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.



Identified Impact of COVID 19 (Primary)	
Maths	Some 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, 'behind' in some areas of learning. They have missed opportunities for small group interventions and support, together with the element of repeated content in mastery techniques. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and some have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar specific knowledge has suffered, leading to lack of fluency in writing. Remote learning invariably involved word processed work and children have lacked the opportunity to develop fluency through focused, sustained writing.
Reading	Reading was more accessible for families and required less teacher input during lockdown. However, children are less fluent in their reading and the gap between those children that read widely, and those children who do not, is now increasingly wide. Children's comprehension has also suffered through lack of quality conversation around the texts they were reading during lockdown. The bottom 20% of readers have been disproportionately affected and have 'lost' knowledge and recall of phonics which leads to a lack of fluency in reading.
Foundation	Whilst during lockdown we continued to remote teach our topics from the new Trust curriculum on History and Geography, though this was not the same as in school experience. This will have an impact on the progression of knowledge and skills as prior learning will not have been covered in the same way. Children have also missed out on the curriculum experiences e.g., trips, visitors, and powerful curriculum moments. Physical and mental health and wellbeing have been affected in many pupils.

Catch up at St Charles is not about:

- Cramming missing learning
- Pressurising children and families into rapid learning
- Teacher's time spent highlighting missed objectives.
- Teacher's time spent ticking off assessment points and extra tracking.

Planned Expenditure : Supporting Good Teaching				
Desired Outcomes	Strategy and Cost	Impact	Staff Lead	Review Date
<i>Teachers feel supported by both training, resources, and release time to deliver quality first teaching across the curriculum.</i>	<p>CPD- Supporting teachers through on going CPD for reading and writing and building this into our staff meeting planning.</p> <p>Subject leader release time termly – to include a review of our curriculum progression to ensure prior learning is accurate and knowledge and skills gaps aim to close lockdown gaps £1000</p>	<p>Whole staff team work together to share ownership of the progress journey in reading and writing.</p> <p>Mapping and curriculum sequencing involves all staff and ensures SL not working in isolation.</p> <p>Teachers can see the prior and subsequent learning strands in each area to reinforce learning in context support good rates of pupil progress.</p>	<p>B. Hill</p> <p>A.Robinson</p> <p>All staff</p>	<p>July 2021</p>
<p><i>Teaching assessment and feedback</i></p> <p><i>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.</i></p>	<p>NFER Standardised tests to identify gaps and to track performance. £4,500</p> <p>CGP Assessment and support materials purchased for Year 6 pupils. £1300</p> <p><i>(school did not previously have access to standardised test materials)</i></p> <p><i>Termly analysis tool highlights progress and attainment.</i></p> <p><i>Parents received a printed progress report following termly assessments highlighting children's strengths and areas for development.</i></p>	<p>Pupil's gaps in learning can be consistently identified using a standardised measure.</p> <p>Progress across the year can be mapped in a comparative and measurable approach.</p> <p>Termly assessment papers in core subjects informs teachers as to where pupils are achieving in relation to year group expectations.</p> <p>Parents are kept informed as to how well their child is doing in relation to their age group expectations.</p> <p>Interventions and support can be planned in a systematic and targeted way.</p>	<p>M.Tate</p> <p>All staff</p>	<p>January 2021</p> <p>July 2021</p>
<p>Reading</p> <p>Ensure and support improvement in children's attainment and progress in reading.</p>	<p>Ensure blended learning is set up for reading.</p> <p>Create structured progression to teaching of phonics within school.</p> <p>Create structured progression to teaching of reading within school focused on the VIPERS approach.</p> <p>SL release time £500</p>	<p>Accelerated Reader</p> <p>Consistent approach ensures all staff use the same language of progress.</p> <p>Clearly defined expectations ensure children are taught within an agreed pedagogy and structure to lessons.</p> <p>Regular assessments and tracking inform teaching and progress measures.</p>	<p>B.Hill</p> <p>M. Tate</p>	<p>July 2021</p>

Planned Expenditure : Targeted Academic Support

Desired Outcomes	Strategy and Cost	Impact	Staff Lead	Review Date
<p>1-to-1 and small group work</p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be confident readers with increased levels of comprehension and dips in reading attainment will be negated.</p> <p>Identified children will have their understanding of basic maths skills and application of number reinforced and dips in maths attainment will be negated.</p> <p>Identified children will revisit SPAG and phonics rules and practice their writing and dips in writing attainment will be negated.</p>	<p>Support teacher employed to support Y6 bubble with 1:1 and small group reading, writing and maths. (Autumn term and 2nd half summer term) £5,000</p> <p>Additional TA hours to ensure each class has allocated support to deliver intervention support. £3,000</p> <p>Focus on lowest 20% of readers and preparation for secondary school.</p>	<p>Pupils able to be taught in targeted intervention groups.</p> <p>Following standardised assessment analysis, pupils' gaps in skills and knowledge can be addressed through a targeted intervention programme.</p> <p>Y6 pupils transfer to secondary school with support and improved basic skills to help them on the next stage of their journey.</p>	<p>B.Hill</p> <p>All staff</p>	<p>July 2021</p>
<p>Intervention / Catch up resources.</p> <p>Appropriate Numeracy, Reading, Comprehension and Writing resources used allowing identified pupils to catch up following lockdown restrictions</p>	<p>Teachers and teaching assistants use existing and new resources to support targeted pupils including: Phonics Bug My ON Spelling Shed £1,500</p>	<p>Pupils across the school can access whole school resources at home which are set by teacher.</p> <p>Pupils can have targeted work set to support and challenge and reinforce areas of difficulty.</p> <p>Pupils make good progress in reading and spelling as measured by school assessment in Accelerated Reader.</p>	<p>All staff</p> <p>B.Hill (Reading lead)</p>	<p>July 2021</p>

Planned Expenditure : Wider Strategies

Desired Outcomes	Strategy and Cost	Impact	Staff Lead	Review Date
Supporting parents and carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Additional online learning resources: MyOn, (Accelerated Reader) Spelling Shed £2,000	All pupils have equal access to teaching and learning material. Online learning library allows staff to individually tailor the teaching and learning of pupils. Staff can track and monitor children's access levels and rates of progress.	B.Hill DHT	July 2021
Access to technology Teachers have use of laptops that are equipped with webcams and microphones to allow access to school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children through Google Classroom. Staff will have increased confidence in delivering online learning and use of technology.	Weekly CPD and support provided within school by staff and IT technician. Purchase of webcams, adapters, microphones, headsets, upgraded laptops. £2,500	Online learning platform allows 'live' lessons to be delivered to pupils at home. Pupils who suddenly need to self-isolate and cannot attend school have a seamless transition to online learning. With increased staff expertise, an increasing bank of online resources and recorded learning experiences can reinforce teaching and learning in the classroom.	M. Tate B.Hill All staff	July 2021
Disadvantaged Pupils have access to ICT and printed resources etc. for completing work from home if opting for remote learning in lockdown or having to self-isolate.	Ensure all families have access to resources to work from home when self-isolating. £0 (laptops purchased for pupils using DFC funding and through DFE laptops for school scheme)	Equal access for pupils to technology regardless of parental ability to pay for equipment.	M.Tate S.Ewington	July 2021