



Catch-up Premium funding plan strategy 2020-2021 (Summer update)

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.

Statement of intent

We at St. Thomas of Canterbury Catholic Primary School believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and non-disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes following the disruption of Covid 19. Therefore, we will use all the resources available to us to us through this grant to help children reach their full potential, including the use of additional continued use of pupil premium grant (PPG).

How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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 [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools are advised to use this document to help them direct their additional funding in the most effective way.

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 when they return in September and supporting case studies to highlight effective practice.

St. Thomas of Canterbury Catholic Primary Catch-up Premium Grant 2020-2021

Funding information	
Academic year	2020-2021
Total number of pupils on roll	211
Amount received per pupil	£80
Total received	£16880
Governor lead	

In deciding how best to use the premium, we will focus on approaches that:

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.

- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences
- Ensure children's emotional health and well-being are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Are for the more able, not just those falling behind their peers.

A tiered approach to spending

We operate a tiered approach to spending to ensure spending is both balanced and focussed, short, medium and long term. Spending priorities are as follows (Detailed expenditure plan outlined later in this document):

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

1. Ensuring effective teaching in every classroom is the priority for spending. To achieve this, we spend the grant in the following ways:

- Professional development, impacting on Wave 1 practice at minimum
- CPD to maximise curriculum strategy, depth and delivery (If and where appropriate following developing assessment throughout the year)

2. Evidence shows that targeted support has a positive impact and is a key component of effective Catch-up. We spend the on targeted support in the following ways:

- Structured interventions (In and out of the class, but planned for minimising lost curriculum time)
- Small group tuition with Teaching assistants
- One-to-one support

3. Wider strategies are used to overcome non-academic barriers to success. We spend on the following wider strategies such as:

- Behaviour/pastoral support initiatives e.g. Kooth, Quell, NSPCC
- Accessing wider experiences e.g. social activities within curriculum (Miles in May)

Accountability and reporting

- School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

What are the barriers to our children around their need for catch-up?

The main barriers our children face are around:

- Well being/Mental health (Impacting on behaviour, learning and socialising)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language – in particular speaking to wider audiences
- Attendance and punctuality (in certain families)
- Decrease in physical fitness and stamina
- Domestic related issues, social and emotional needs
- Knowledge of the world, (In particular restricting cultural capital and creative writing)

Therefore at St. Thomas of Canterbury Catholic Primary School, we have chosen to use the allocation for the Catch-up Premium (in addition to the pupil premium), under the tiered approach outlined above, in order to diminish the differences, support attainment and progress in the following ways:

Desired outcome	Chosen approach and anticipated cost	Impact measures	Lead	Review
Teaching and whole school strategies				
<u>High quality teaching for all</u> <ul style="list-style-type: none"> • All children make a least good progress from their starting points 	<ul style="list-style-type: none"> • Sharing of good practice across key stages, the school and wider collaborative networks • Subject leaders to support class teachers in their knowledge of concepts • Ensure explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies are key components of high quality teaching and learning • Access to relevant CPD via National College 			

<p><u>Effective diagnostic assessment</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Reading Benchmark (PM) assessments for all children • NFER assessment materials utilised fully • DfE ready to progress criteria utilised in maths • Y6 baseline using past-SATs papers 			
<p><u>Supporting Remote learning</u></p> <ul style="list-style-type: none"> • All children can access high quality remote learning that matches the curriculum offer within school. 	<ul style="list-style-type: none"> • All teachers have suitable laptops equipped with camera and speakers • 'Dongles' available for teachers and children's families to boost internet access 			
<p><u>Focusing on Professional Development</u></p> <ul style="list-style-type: none"> • Staff feel confident and empowered to deliver high quality teaching and learning in the classroom and remotely, whilst taking into account their own wellbeing and circumstances. 	<ul style="list-style-type: none"> • Introduction of suitable apps to support remote learning eg Dojo, Literacy Shed, Twinkl. 			

Desired outcome	Chosen approach and anticipated cost	Impact measures	Lead	Review
Targeted approaches				
<p><u>High quality 1-to-1 and small group tuition</u></p> <ul style="list-style-type: none"> Identified children will have significantly increased rates of progress in identified areas where there are gaps in learning. 	<ul style="list-style-type: none"> During Spring/Summer term identified children will access learning sessions and specific and targeted interventions in line with assessed gaps in learning. For academic year 2021-2022, plans to teach Year 5 in two smaller groups with two qualified teachers in each group 			
<p><u>Teaching Assistants and targeted support</u></p> <ul style="list-style-type: none"> All children make at least good progress from their starting points with the impact of targeted intervention evident. Ambition for all pupils is high and support is in place for pupils with SEND within the classroom and remotely 	<ul style="list-style-type: none"> For academic year 2021-2022, plans to teach Year 5 in two smaller groups with two qualified teachers and a TA in each group for increased targeted support where most needed across the school. Appropriate training of TAs to deliver interventions confidently TAs fully trained in the requirements of recording/tracking of interventions Appropriate interventions are identified and purchased (e.g. Toe by Toe, Power of 2) 			

Desired outcome	Chosen approach and anticipated cost	Impact measures	Lead	Review
Wider strategies				
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <ul style="list-style-type: none"> • Children are happy, confident, resilient and emotionally equipped to access the curriculum. 	<ul style="list-style-type: none"> • Pastoral support on offer as and when needed • Pastoral resources purchased in light of children's specific needs (e.g. bereavement resources, social and emotional, communication and understanding feelings) • Daily physical exercise (daily mile) • Whole school competitions (Miles in May) • PSHE resources available • Replenish Collective Worship resources and areas • Development a sensory room for SEND children 			
<p><u>Communicating with and supporting parents and carers whilst sustaining engagement</u></p> <ul style="list-style-type: none"> • Children will have greater opportunities to access learning at home as and when needed. 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. 	<p>Additional resources made available for parents to support during periods of home learning to increase children's independence</p> <ul style="list-style-type: none"> • Dojo • Literacy shed • Charanga • Real PE • Resources available on website <p>Website redesigned to make navigation and access to resources easier for parents and children.</p>			
<p><u>Access to technology</u></p>	<p>All teacher shared documents and resources migrated to Cloud and accessed via Teams for ease of access.</p>			

<ul style="list-style-type: none">• Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home.• Teachers facilitate effective home learning with increased capacity to share resources and communicate learning to children.	Audit of laptops and leases necessary to keep remote learning policy relevant			
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