

St. Catherine's RC Primary School Coronavirus (COVID-19): catch-up funding plan

What is the Covid-19 Catch-Up Premium?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The catch-up premium forms part of a national recovery programme and has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Research has shown that those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit by the school closure.

The government allows us to use this money in the best way for our cohorts and circumstances making sure that it impacts on children in terms of improving their literacy and mathematical skills and their social and emotional well-being and happiness.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

Catch-up plan

School name:	St. Catherine's RC Primary School						
Academic year:	April 2020 – July 2022						
Total number of pupils on roll:	434 children						
Total catch-up budget:	£31,680	First installment:	£7,840	Second installment:	£10,640	Third installment:	£13,200
Date of review:							

Identified Impact of Covid-19 Lockdown Periods

- **Mental health and wellbeing of children:** there has been a deterioration in the good mental health of well-being of many children due to the lockdown periods and Covid-19 pandemic. Many children are finding it difficult to identify, understand and regulate their own feelings which is then having a wider impact on friendships, academic learning, family life and more.
- **Mental health and well-being of families:** there has been a deterioration in the good mental health of many adults during the Covid-19 pandemic which then, in turn, has an impact on the children and other family members too. There has been a lack of support for families through outside agencies during the Covid-19 pandemic which has negatively impacted on families too.
- **Academic learning:** although all children have had access to remote education, learning has not been in the same manner as in school and this has created gaps in learning, a decrease in confidence for some children in some areas of learning and regression of learning for some children.
- **Active play and fitness:** children have missed out on key play and socialising time with their peers, which has included a decrease in fitness levels for many children. Returning to normal play time for children is vital.
- **Access to technology for remote education:** several families do not have their own technology capable of daily remote education and therefore, without being solved quickly, this would have had a detrimental impact on children's learning during lockdown periods or when being required to self-isolate.

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Time period
Implementation of Artis 'Bounce' well-being programme from Reception to Year 6 for 12 weeks	To improve the well-being of children in school and to teach preventative strategies to support children in understanding and regulating their own emotions.	A large number of children have shown signs of a decrease in good mental health including increases in anxiety, behavioural problems, attachment and more. Children are not able to learn and play in school to their full potential without first having support in improving their mental health and learning a range of strategies to use moving forward.	£3,300	June – October 2021
Purchasing and use of baseline assessments in Year 1 – 6 to formulate baseline data for children in KS1 and KS2.	Baseline data will support teachers in creating a gap analysis for the children in their class to identify gaps and use to inform high-quality teaching and learning.	Identifying gaps will enable teachers to support children in making good or accelerated progress in the core subjects in their year group.	£1000	September 2020 – July 2021
Purchasing and use of end of year assessments in Year 1 – 6 to formulate attainment and progress data for children in KS1 and KS2.	End of year assessment data will support teachers in analysing attainment and progress as well as using in the next year group to identify gaps and use to inform high-quality teaching and learning.	Analysing attainment and progress and identifying gaps will enable teachers to support children in making good or accelerated progress in the core subjects in their year group.	£1000	July 2021-December 2021

Implementation of Pathways To Read for whole school guided reading approach from Years 2-6	To improve standards in reading across the school by supporting children to 'catch up'. Reading assessments will be used to identify gaps and inform targeted high-quality class teaching.	Standards in reading will improve and this will be shown in the comparison between baseline data (September 2020) and end of year data (July 2021)	£3,575	Start date: September 2020 (ongoing)
Whole school implementation of My Happy Mind Mental Health Programme	To improve children's mental health, their understanding of their feelings and emotions, as well as how their brain works, and equip them with strategies to support and improve their mental health in the long-term	Children's understanding of how their brain works will improve and this, in turn, will improve their mental health and their ability to regulate their emotions.	£5000	Start date: September 2020 (ongoing)
Playground development to increase physical activity	To improve the amount of physical activity that children take part in at break time and lunch time.	Children will be happy and active at break times and lunch times which will, in turn, have a positive impact on their fitness, mental health and academic learning.	£5000	Summer 2021
Increased teaching assistant and teacher intervention support for every year group across the school to support identified students in making accelerated progress.	Children will receive more support within their learning, including targeted intervention support for each year group to support identified children in making accelerated progress.	Children will make at least good progress in their learning and identified groups of children will make accelerated progress through targeted intervention support.	£32,000	September 2021- July 2022
Development of new feedback approach to best support learning and closing of identified gaps in learning.	Children will receive high-quality and effective feedback which will be based upon gaps in learning and misconceptions identified. Feedback will be timely and tailored to the needs of the child.	Children will make at least good progress in their learning, with many making accelerated progress, as they will learn to become more independent in their learning through use of new strategies to identify strengths and next steps in their own	£0	September 2020 onwards

		learning. Children will know the areas they need to work on and will do so successfully through effective feedback.		
Implement fitness tracking of children in Years 1-6 to identify any children who need more support with becoming more active and fit.	To identify children who need more support with fitness and provide guidance for families.	To improve the physical health and well-being of targeted children across the school.	£1000	Autumn Term 2020- Summer Term 2021.
Total spend:				

Targeted support

Action	Intended outcome	Estimated impact	Cost	Time period
To implement small group phonics interventions in EYFS and KS1	To accelerate progress and improve attainment in phonics in EYFS and Key Stage One	Alongside high-quality phonics teaching in class, these interventions should support children in re-visiting earlier phases of phonics to close gaps and then increase their knowledge and understanding in the next phonics stages to increase progress and attainment.	£3000	September 2020 onwards

To implement small group phonics intervention for children in Lower KS2 who have gaps in their phonics knowledge	To accelerate progress and improve attainment in phonics, and therefore reading and writing, in Lower Key Stage Two	These interventions should support children in re-visiting earlier phases of phonics to close gaps and then increase their knowledge and understanding in the next phonics stages to increase progress and attainment.	£3000	September 2020 onwards
To implement emotional well-being support on a weekly basis with Caritas school counsellor	To support children in developing strategies to cope with different life situations and best support their mental health and well-being.	Children will be happier and more able to cope with different life situations, meaning they are also more able to reach their academic potential too.	£11,000 annually	April 2020 onwards
Morning nurture group	To support key children in coming into school each morning and having food before they begin their learning.	Children are happier coming into school and are nourished before beginning their learning, therefore more able to reach their academic potential too.	£600	April 2020 – July 2021
To implement weekly targeted CPD support for Early Careers Teachers (ECT) and new staff during the Autumn Term 2021.	New staff members, including ECTs, will be able to deliver the same high-quality curriculum as other teachers in the school and will understand the key features of each subject area.	Teaching and learning across the school will be of a high quality which will help all children to make at least good progress across the curriculum.	£0	September 2021- December 2021
Use of Fischer Family Trust to support children in KS2 to improve their reading skills and trained teaching assistants to deliver this.	Identified children will make accelerated progress in their reading.	Accelerated progress in reading will also positively impact on other areas of the curriculum, as well as the child's happiness and confidence in reading.	£4000 annually	April 2020 and ongoing

Total spend:

Love

Faith

Respect

Perseverance

Compassion

Inspiration

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Time period
Weekly visits over the summer holiday periods for children and families in most need of support and to help children to transition in and out of the school holidays.	Identified children will maintain weekly contact with key members of staff who work with them at school, helping them to feel more comfortable to begin the summer holidays away from the routine of school and also feel more confident and readier to return to school after the school holiday period.	Children will feel supported and happy and their improved transition back into school will mean they come into school happily and readier to learn. This will also continue to build relationships between key children and staff members over the holiday period.	£0	July-August 2020 and July-August 2021
iPad and laptop device loan to ensure all children have access to technology for remote education as needed.	All children will have access to remote education and therefore will be able to access high-quality live teaching and learning sessions and high-quality learning resources.	Children's learning will continue over Covid-19 lockdown periods when schools are not fully open, as well as when schools are open but children are required to self-isolate due to Covid-19.	£1000	March 2020 onwards

Targeted high-quality reading and activity packs sent to Pupil Premium children during remote education period to provide high-quality texts and resources.	Pupil Premium children will have access to high-quality texts meaning they are more likely to continue to read when not in school. They will also have high-quality resources to best support them in their learning while accessing remote education.	Children will make good progress in their reading and will continue their love of reading.	£500	Both Covid-19 lockdown periods
Additional teacher staffing for Covid-19 catch up	Part of the teacher's timetable will be dedicated to two key year groups that are in most need of catch-up support. This support will help identified children to make accelerated progress and to close gaps in their learning.	Children will make at least good progress and will close gaps in their learning. This will help them to continue to improve their learning in other areas of the curriculum too.	£12,242	Autumn Term 201
Additional TA support for September 2021-July 2022 for KS1	Increased teaching assistant support will help more children to be targeted and help to close gaps identified by the class teacher.	Children should make at least good progress, with several targeted children making accelerated progress, and gaps in learning will be reduced which will best prepare children for further learning too.	£21,900	September 2021-July 2022
To implement family support on a weekly basis with Caritas school counsellor	To support families in developing strategies to cope with different life situations and best support their mental health and well-being	Families will feel more able to cope in different life situations and will feel supported by the school too. They will develop strategies to support their children further and give them the best chances to succeed.	£11,000	April 2020 onwards

Enhanced transition into EYFS to best support children and families in transitioning into a new learning environment.	Children will settle into their new learning environment successfully meaning they are ready to play and learn.	Children will feel ready and happy in starting at our school and families will feel supported in strategies in place to best support their child.	£0	July-September 2020 and July-September 2021
Total spend: £74,975				

Summary report

What is the overall impact of spending?
How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £