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| **Summary information** |  | |  |  |  |
| **School** | St Raphael’s Catholic Primary School | |  |  |  |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £17,410 | **Number of pupils** | 210 |

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| **Guidance** | | |
| 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 most affected. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.    Schools’ allocations 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 6. | | |
| **Use of Funds (DfE Guidance)** | | **EEF Recommendations** |
| The DfE Guidance states that schools should use the Covid Catch Up 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.](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)  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 [coronavirus (COVID-19) support guide for schools w](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)ith evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. | | **Teaching and whole school strategies**  ⮚ Supporting great teaching  ⮚ Pupil assessment and feedback  ⮚ Supporting remote learning  **Targeted approaches**  ⮚ One to one and small group tuition  ⮚ Intervention programmes  ⮚ Planning for pupils with Special Educational Needs and Disabilities (SEND)  **Wider strategies**  ⮚ Supporting pupils’ social, emotional and behavioural needs  ⮚ Supporting parents and carers  ⮚ Access to technology |
| **Identified impact of lockdown** | | |
| **Context** | School closures during the pandemic disrupted the education of all children. School responded quickly to offer remote learning using a combination of workbooks and access to teachers via Tapestry and Seesaw. Any family not engaging with the remote offer were contacted and support put in place. Any child with social worker involvement or LAC children were supplied with a laptop to access home learning. | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and 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. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who did little writing much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. | |
| **Reading** | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. | |
| **Phonics** | Children have had disruptions in phonics teaching which could result in gaps in knowledge as well as progress through phonic phases being slower than expected. | |
| **Non-core** | There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors. | |

**Rationale:**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St Raphael’s in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| **i. Teaching and whole-school strategies** | | | | |
| **EEF recommended strategy** | **EEF Rationale** | **Specific implementation at St Raphael’s** | **Cost** | **Expected impact** |
| **Supporting quality first teaching** | Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning                Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. | All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.  SLT walkthroughs, lesson observations and book scrutinies will monitor progress and attainment.            Appraisal meeting (October) to identify training needs of both teachers and support staff - schedule to be then put in place    Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported    RQT to receive in school mentoring and observe quality teaching in house | *Purchase additional Resources for across the curriculum and subscriptions*  *Staff CPD £1000*  *Problem-solving Support for pupils £2000*  SALT support for pupils £2000      *School to enroll on the NELI reading programme for reception children. This includes staff training, resources and assessment tools.*  Cost £0 Subsidised by DfE | Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain inline with National Expectations.        A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good. |
| **Teaching assessment and feedback** | 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. | Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects. Subject leaders to revisit skills ladders to adjust curriculum map  accordingly. Assessment cycle to be revisited and NFER tests will be used to identify gaps and offer standardised score. The analysis will then inform planning. Pupil Progress meetings will be held with the class teacher and the HT and DHT. Each pupils attainment and progress will be discussed. Interventions both in class time and after school covid catch up groups will be identified. |  | Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this. |

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| **ii.** | **Targeted approaches** |

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| **EEF recommended strategy** | **EEF Rationale** | **Specific implementation at St Raphael’s** | **Cost** | **Expected impact** |
| **One to one and small group tuition** | High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’  Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years’ steps to support this. | Reading Comprehension – Targeted workbooks £300  Additional Reading Books to promote reading skills and reading for pleasure £3,500  Enrichment days to support reading eg Ian Bland poet in school £1000  Investigate BC Ed First Class Phonics- Tameside Subsidised (Costings to follow) | Targeted Covid Catch up after school clubs delivered by teaching staff from St Raphael’s  1 hour x 4 weeks after school intervention Yr 5 (2 staff) =£300  1 hour x 4 weeks after school intervention Yr 2 =£150  Targeted booster groups £2,500 | By increasing targeted time spent reading/supporting maths 1:1 , data analysis will indicate gaps in reading/maths progress will close.  Attainment will be measured at the start of interventions and at the end to assess progress and identify future learning needs. |

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| **Intervention programmes** | Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.    In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. | Hotspot model of TA intervention in school used for short burst interventions. |  | By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate. |
| **Planning for pupils with**  **Special Educational**  **Needs and Disabilities**  **(SEND)** | Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.    An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self- regulation to support them in organising equipment, their time and remembering routines. | Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs.  Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.    Within both SEND Reviews and Pupil Progress Meetings, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff. |  | By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence targets will be achieved. |
|  |  | The deployment of teaching assistants are reviewed regularly and redeployed on need. The deployment is reflective of need/provision map.    Regular feedback from TAs ensures teachers are kept well informed of progress of individuals and as a result impact is maximised within the classroom. |  |  |

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| **iii.** | **Wider approaches** |

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| **EEF recommended strategy** | **EEF Rationale** | **Specific implementation at St Raphael’s** | **Cost** | **Expected impact** |
| **Supporting pupils’ social, emotional and behavioural needs** | A large and often unrecognised part of teachers’ work has always involved providing support for pupils’ social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.    As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils’ social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial. | Teachers were involved in planning for well-being approaches within their classrooms.  The transition and recovery curriculum will be grounded in evidence-informed approaches that have proven to be effective within our context. This will be delivered within timetabled PSHE lessons, and, crucially, within everyday practices.  Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character’s feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach. Increased presence on gate – additional members of the Pastoral team will be on hand each morning to support any pupils with emotional need.    An increased focus and school expectation to use outdoor learning regularly in the curriculum and opportunities to partake in the planned activities. |  | Our approach will be holistic, supported by the physical environment Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters. |

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| **Access to technology** | ‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’ |  |  | By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling. |
| **Supporting parents and carers** | Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children. | Parents have the opportunity to email all class-based teachers to communicate concerns. Parents will also be offered support. Pastoral team will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed..      The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school and also enough for pupils to take home on a more regular basis. |  | By promoting a meaningful relationship between home and school, parents as partners will be encouraged. By ensuring that all children are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at  home, data will evidence accelerated  improvement in the children’s reading ability. |
| **Total spending** |  | | **£12,750** | |
| **Total funding** |  | | **£17,410** | |
| **Balance** |  | | **£4,660** | |