



'Catch Up' Premium Plan

St Vincent de Paul Catholic Primary School



Last updated: March 2021

Summary information					
School	St Vincent de Paul Catholic Primary School				
Academic Year	2020 - 2021	Total Catch-Up Premium	£33,400	Number of eligible pupils	418

Guidance	
<p>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.</p> <p>The impact and the scale of our response must match the scale of the challenge. However, we are determined that rather than being 'lost', learning has been different during this period and we aim to provide a response that makes a bridge between the learning that occurred in lockdown and the learning that will occur upon return. This is not a deficit model. The funding will be used to enhance provision and continue to close gaps for all pupils.</p> <p>Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to Y11.</p> <p>As the catch-up premium 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. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of funds	EEF Recommendations
According to the Government, 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 .	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching

<p>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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
--	---

Identified Impact of Lockdown		
	From September 2020	From March 2021
Wellbeing	Reconnection with friends and peers – rebuilding friendships Transition to a new unknown class with limited physical preparation Sense of self – building self esteem Loneliness – staying connected Coping with boredom – self help Fear for the future – will I be in the same position again? Strained family relationships & tensions Moving from 1:1 attention to being 1 in a class of 30	Reconnection with friends – smaller class groups mean that some new friendships have established in school; this may impact when pupils return Reconnecting with old friends and forging new partnerships will be key Some families have shared the stresses that they have been under for a variety of reasons; some pupils will return with these worries A third lockdown period brings with it the worries that this may happen again – pupils will need to focus on those matters that they are in control of and recognise those matters that are out of their control
Maths	Aspects of the curriculum plan have been missed Problem solving aspects will need attention Refocusing on the process rather than the end point will be key Ability to make stakes and move on from them, using them for new learning	Same curriculum has been followed and, therefore, the gaps should be less; however not all pupils will have accesses. Increased parity between the home & school experience Aspects of the maths curriculum that require application of key skills will be less well developed

	Fluency of mathematics has been impacted as daily fluency routines have been limited.	
Writing	<p>Quality of written output</p> <p>Presentation</p> <p>Stamina to write – this needs to be built up again</p> <p>Early writing acquisition and letter formation for our younger pupils will require extra attention upon return</p> <p>Pencil grip and posture reminders will be required</p>	<p>Quality of written output – although redrafting of work has occurred; the quality has not been in line with the age related expectations that we would usually witness at this time of the year. Pupils need to re develop their confidence in writing across the genres for an audience with purpose, fluency and style. Again, building up stamina will be key.</p> <p>Early writing acquisition and letter formation for our younger pupils will require extra attention upon return</p>
Reading	<p>Pupils engage well with reading for pleasure and this was easier in KS2 where ‘free reading’ is already established. With emergent readers and those developing reading skills across EYFS and KS1 (early KS2) much phonics content will need revisiting and pupils may require an additional phonics session each day in order to recover and extend phonics learning.</p> <p>Whilst KS2 pupils have enjoyed the chance to free read, getting back on track with more complex reading skills and strategies, to ensure that they are able to infer and deduct at a more advanced level will be required.</p> <p>Ensuring that there is a breadth of exciting reading materials available will be key in all classes to make the reading offer irresistible.</p>	
RE	<p>Aspects of the curriculum plan have been missed</p> <p>Wednesday Word materials have provided a focus</p> <p>Social action has been at the heart of a creative RE curriculum that has delivered very real outcomes purposefully.</p> <p>Early RE skills related to retelling and to signs and symbols have been well catered for; however, for older pupils the focus on the application of more advanced skills has been less easy to cater for and will need a sustained focus upon return.</p>	<p>The Curriculum was RE tailored to take into account learning from home. All RE skills have been catered for in this planning.</p> <p>The Wednesday Word has been incorporated into the weekly RE plan so that it underpins work on the 4 key areas: Scripture, Church Teaching, Worship & Life.</p>
Non Core	<p>Aspects of the curriculum plan have been missed</p> <p>Some subjects have been given less time – gaps will need to be mapped and adjusted for. Subject leads will need to aware of ‘topics’ that may not have been covered; skills will have been developed despite this.</p> <p>Fitness levels will vary upon return – access to sport and exercises has been limited. Regular time to exercise when back will be essential</p>	<p>The ‘usual’ curriculum has been covered (except in PE, Art, DT) and a broad curriculum was offered for those pupils at home that was in line with the opportunities offered those children in school. Those practical subjects that will have been given less curriculum space may need to be blocked as we return to ensure that key skills are developed.</p> <p>Although very successful PE activities were built into the weekly curriculum experience for all children, a return to</p>

		usual PE skills and a focus on what has been missed will be necessary once regulations allow this. Dealing with competitive aspects of sport will need building up to. Some aspects of the curriculum will require specialist recovery – e.g. swimming – signposting parents to available courses may also be necessary.
Other barriers to learning	<p>Disparity between the home experience and the in school experience</p> <p>Parity in engagement dependent upon family circumstances</p> <p>Some pupils have been working in mixed age small group settings whilst in school.</p> <p>For children (particularly those who may have additional needs) who have enjoyed the small group focus, returning to a full class may present a challenge.</p> <p>Access to the curriculum from home (ICT)</p> <p>Limitations of Purple Mash as a platform</p> <p>Lack of face to face possibilities.</p>	<p>There was parity in the learning between home and school – the same materials were used.</p> <p>Engagement, however, will have been determined by personal home circumstances. Regular phone calls enabled us to monitor and support engagement.</p> <p>For children (particularly those who may have additional needs) who have enjoyed the small group focus, returning to a full class may present a challenge and will need careful planning.</p>
	<p>Effective learning behaviours may not have been reinforced as carefully as they usually would – children will need to be supported to be more resilient, less adult focused, more independent and to enjoy the learning struggle again.</p> <p>Focused work on Guy Claxton’s 17 Characteristics of Learning and James Nottingham’s Learning Pit will be essential</p>	

Planned expenditure - headings grouped into the categories outlined in the Education Endowment Foundation’s Coronavirus Support Guide for Schools

i. Teaching & whole school strategies					
Desired outcome	Approach	Cost	Impact	Staff lead	Review date
<p><u>Transition support</u></p> <p>Whole school focus for all children returning to school. Children joining us from other settings are given the opportunity to view the school virtually.</p> <p>All children are supported to return</p>	<p>New software tools (Filmorama and Loom) enable more effective videos to be shared</p>	<p>£100</p> <p>Nil</p>	<p>Film features make editing of films simpler and guidance features more possible</p> <p>Virtual tours in place and used</p>	<p>JW</p> <p>MC</p>	<p>July 20</p> <p>July 20</p>

<p>Transition programme in place in each class.</p> <p>Transition back into school managed carefully so that the return to school is seamless and all pupils are appropriately supported.</p>	<p>Transition videos filmed – farewell from current teacher & introduction by new teacher</p> <p>Familiarity of materials presented</p> <p>Wellbeing focus</p> <p>Telephone conversations</p> <p>Familiarity of staff – increased TA hours maintained until July 2021</p>	£16,500	<p>Pupils return successfully</p> <p>Concerns are eased</p> <p>Full time TA support is available in each class</p>	<p>KS leads</p> <p>SLT</p>	<p>July 20</p> <p>Termly</p>
<p><u>Teaching, assessment and feedback</u></p> <p>Teachers have a clear understanding of any ‘bridges’ between lock down and in school learning that are required. Assessment and resultant in class provision is accurate.</p>	<p>On going low stakes testing at the beginning of lessons looks back in order to bridge forward</p> <p>Additional purchase of published materials for English and maths provide access to accurate assessment materials</p>	£2K	<p>Low stakes testing informs action in planning</p> <p>Teachers are supported in identifying need and planning for it</p>	<p>Eng & Maths Leads</p> <p>“</p>	<p>Ongoing</p> <p>April 2021</p>
<p>Increased fluency and instant feedback on times tables (KS2) and number bonds (KS1)</p>	<p>Subscription to TT Rockstars (KS2) and NumberBots (KS1)</p>	£168.00	<p>Fluency re-builds</p>	<p>CB</p>	<p>May 21</p>
<p><u>Teaching support</u></p> <p>Staff have time to plan effectively for any changes to the curriculum that are required and in providing support for pupils</p>	<p>Supply cover enables staff to be released to plan for any new initiatives and in order to support. 2 Days per teacher</p>	£6000	<p>Programmes are carefully matched to needs in the class. Pupils are well supported</p>	<p>JW</p>	<p>Ongoing</p>
Total budgeted cost					£ 24,768

ii. Targeted approaches

Desired outcome	Approach	Cost	Impact	Staff lead	Review date
<p><u>Maths</u></p> <p>The curriculum meets the needs of all pupils The curriculum bridges links between learning in lockdown and learning back in school</p>	<p>HfL Essential Maths Back on Track materials are in place and used</p>	<p>£1885</p>	<p>Curriculum provision in maths meets the needs of all pupils and aims to get all pupils back on track by the end of the year.</p>	<p>CB & EMc</p>	<p>Termly</p>
<p>Subject development is driven by shared key priorities</p> <p>Staff are supported to make any changes necessary to support ambitious maths provision and outcomes throughout the school.</p>	<p>2 subject leadership day per leader from Sep 21, enables effective monitoring good practice to be shared and any new plans implemented</p>	<p>£800</p>	<p>Subject leaders have time to monitor and feedback on the implementation of this provision and provide coaching as required</p>	<p>RS</p>	<p>Termly</p>
<p>Early mathematics provision is developmentally appropriate and makes links with year 1 provision</p>	<p>Undertake Essential Maths training for EYFS and implement the plans across the EYFS</p>	<p>£500</p>	<p>EYFS mathematics provision is consistent with the rest of the school and supports pupils to continue to make rapid progress as they move into KS1</p>		
<p><u>English</u></p> <p>The curriculum meets the needs of all pupils The curriculum bridges links between learning in lockdown and learning back in school</p>	<p>HfL English Back on Track materials are in place and used</p>	<p>£1885</p>	<p>Curriculum provision in English meets the needs of all pupils and aims to get all pupils back on track by the end of the year.</p>	<p>SC & CH</p>	<p>Termly</p>
<p>Subject development is driven by shared key priorities</p>	<p>2 subject leadership days per leader from Sep 21, enables effective monitoring good practice to be shared</p>	<p>£800</p>	<p>English Action Plan is driven by KS priorities</p>	<p>RS</p>	<p>Termly</p>

<p>Pupils develop stamina in approach to written tasks</p> <p>Phonics provision is effective, appropriate and developmentally appropriate</p> <p>Staff are supported to make any changes necessary to support ambitious maths provision and outcomes throughout the school.</p>	<p>and any new plans implemented</p>		<p>engage in irresistible writing tasks which develop stamina in writing</p> <p>Phonics provision is matched to need. Any identified gaps are closed.</p>		
<p><u>RE</u></p> <p>There is full coverage of the standards framework</p> <p>By the end of the year all standards have been delivered, revisited and assessed accurately.</p>	<p>2 x RE leadership days to support planning</p> <p>Planning is in place. Teachers are supported to tweak planning according to needs of their cohort.</p>	£400	<p>Staff are supported to plan for the delivery of the standards framework through each unit</p>	JW	May 20
Total budgeted cost					£6270

iii. Wider Strategies					
Desired outcome	Approach	Cost	Impact	Staff lead	Review date
<p><u>Supporting parents & carers</u></p> <p>Parents are supported to understand the expectations in English and Maths in each year group</p> <p>Time away from the screen is planned for</p> <p>Independent age-appropriate work is provided for periods of home learning</p>	<p>Printed Maths and English materials are provided for parents from Yr 1 to Year 6 (GCP materials)</p>	£1550	<p>Materials are in place and ready to use as directed</p> <p>Parents and teachers are supported through pre-prepared materials (with answers) that allow for instant feedback</p> <p>Ability to be utilised in further periods of isolation or lockdown</p>	JW	<p>Jan 21</p> <p>July 21</p>

<p><u>Learning Behaviours</u></p> <p>Children will need to be supported to be more resilient, less adult focused, more independent and to enjoy the learning struggle again.</p>	<p>Learning Behaviours are prioritised in each class (display and daily actions)</p> <p>Staff are reminded of the language of learning through staff meetings</p> <p>Sparky Teaching (Growth Mindset) messages are reinforced in public areas and in regular communications</p> <p>Pupils produce their own videos to explain positive learning behaviours and to help parents understand the concept of the Learning Pit and the positive learning struggle.</p> <p>Learning behaviour evaluation takes place using materials from Building Better Learners' Lockdown repair kit</p>	<p>£159</p>	<p>Pupils are aware that they are in charge of their learning</p> <p>Learning climate remains strong</p> <p>The learning struggle is celebrated</p> <p>Positive/ Growth Mindset is promoted</p> <p>Website promotes positive learning behaviours and parents are able to understand our approach to this</p> <p>Language of Learning is used and helps adults and pupils to identify barriers to further learning. Pupils build resilience.</p>	<p>All teachers</p> <p>KS Leads</p> <p>JW</p>	<p>Ongoing</p> <p>June 21</p> <p>Apr 21</p>
<p><u>Access to technology</u></p> <p>Pupils have access to appropriate technologies in school and at home</p> <p>School is able to provide additional access to laptops (beyond DFE allocation) for periods of remote learning where required</p>	<p>Google Classroom set up and accessed by all pupils and staff</p> <p>10 further laptops are purchased (making a total of 21 loan devices available)</p>	<p>£500</p> <p>£3000</p>	<p>System accessible and used. Skills are developed.</p> <p>Pupils are supported to learn from home as required.</p>	<p>SA / JW</p> <p>SL</p>	<p>Feb 21</p> <p>Jan 21</p>

Technology enables further support whilst bubbles aren't compromised The school is ready to move over to blended learning approaches as and when required	32 Chrome books in use, enabling all pupils to get used to the technology that will be used remotely. ICT is used to close gaps for identified pupils. Shielding staff support learning from home using	£10,145	Chrome books are used regularly in school Pupils use chrome books to support bridged learning opportunities and individual support plans	SL / SLT	Ongoing In place by Feb 21 In use by Mar 21
Total budgeted cost					£15,354

Covid Catch up Grant	£33,400
Funded through school budget	£9,942
Funded through donations to the school	£3,500
Total Expenditure	£46,842