



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 have been advised to use this funding for specific activities to support their pupils to make up for lost teaching over the previous months.

Coronavirus (COVID 19): Catch Up Funding Plan

Catch up Plan:

School Name:	St Malachy's RC Primary School		
Academic Year:	2020-21		
Total Number of eligible pupils:	200		
Total catch up budget	£16,000	Received to date	£9340
Date of review:	September 2021		

Use of Funds	EEF Recommendations
<p>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> <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>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ 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

Maths	<p>Specific content has been missed and this has led to gaps in learning. By using the White Rose Schemes of learning we have been able to identify the missed objectives from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives in order for the children to progress through the new content.</p> <p>Interventions are taking place 3 mornings per week for pupils who have been identified as needing additional support on these objectives.</p> <p>Children in KS1 and KS2 are not as fluent in their ability to recall number facts and times tables. Additional short arithmetic sessions have been planned throughout 2021.</p>
Writing	<p>A number of children have not written at length throughout the lockdown periods and are needing to rebuild their writing stamina and fluency. Extended pieces of writing for some children feature careless mistakes in basic sentence punctuation and spellings. Time will be spent recapping basic grammar, spelling and punctuation within Literacy lessons and discrete spelling and handwriting lessons are being delivered.</p> <p>Handwriting was really affected during the initial lockdown.</p> <p>Spring 2 - However during the second full school closure, provision had been adapted so all children spent prolonged periods working offline in exercise books.</p> <p>Small group writing interventions have been implemented across school to try to close gaps.</p>
Reading	<p>Assessment has highlighted that the gap between the children that read widely and those that don't has increased during lockdown.</p> <p>Children who did not read regularly at home will be given the opportunity to read with an adult within the school day. Any children who are not at ARE in reading has been invited to attend Earlybird Intervention.</p>
Non-core	<p>There are significant gaps in knowledge – whole units of work have been missed 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 and visitors. Where links are identified, teachers will look at previous units and teach the key prior knowledge before moving on to new subject content.</p>

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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Additional teachers to work alongside NQT and Early Career teachers to help them identify gaps in learning and support them in planning how best to reduce knowledge gaps.</p>	<p>Year 1 – additional teacher 3 days per week – MS</p> <p>Year 3 – additional teacher to support 2 days per week - CT</p> <p>Year R – additional teacher to support 1.5 days per week – CT</p> <p>£0 additional cost</p>		<p>MD</p> <p>CT</p>	<p>July 21</p>
<p><u>Support great Teaching</u></p> <p>Pupils to make expected or better progress in phonics. Children in Year 1 to reach at least national average 2019 result of 82% in phonics screening test (conducted internally).</p>	<p>All staff who teach phonics to be given refresher training.</p> <p>Phonics lead to assess and group children.</p> <p>Phonics sessions to be monitored and any areas for improvement identified and training and support given.</p>		<p>MS</p> <p>CT</p>	<p>July 21</p>

ii. Targeted approaches

<p><u>1-to-1 and small group tuition</u></p> <p>Children in Year 6 will reach the Expected Standard for pupils at the end of Key Stage 2. This will be assessed through internal tests.</p>	<p>Identified children will receive small group 1:4 tuition in maths and literacy delivered through the Tutor Trust. This is delivered in 2 x 1 hour sessions each week for a twelve week period. Children will complete baseline and exit assessments.</p> <p>£1000.00</p>		<p>ML and Tutor Trust</p>	<p>May 21</p>
<p><u>Intervention programme</u></p> <p>Accelerated maths is used to target individual pupils learning gaps in maths to help them reach ARE.</p> <p>Lexia learning is used to target individual pupils learning gaps in reading and support them in reaching ARE.</p>	<p>Teaching assistants will deliver Lexia and Accelerated Maths to identified pupils before school in 3 x 45 minute sessions.</p> <p>Additional licences will be purchased to allow for an increased number of children to attend intervention sessions.</p> <p>Pathways to Progress programme purchased and all TA's in years 1-6 will be trained.</p>		<p>SLT</p> <p>TA's</p> <p>MS</p>	<p>Dec 20</p> <p>April 21</p> <p>July 21</p>

<p>Pathways to Progress is used to support those identified children in reinforcing their understanding of basic sentence construction and punctuation.</p> <p>Early language Intervention is delivered to improve children's vocabulary and encourage active listening skills and build confidence in independent speaking.</p>	<p>3 x 20 minute sessions will be delivered within the school day timetabled to ensure consistent delivery.</p> <p>EYFS staff are trained in Nuffield Early Language Programme to be delivered 3 x 30 minute session delivered before school and 2 x 15 minute individual sessions weekly.</p> <p>£2593.28</p>			
<p><u>Extended school time</u></p> <p>Identified children are able to access a before school catch-up club (45 mins per day x 3 days a week). The attainment of those identified children improves and the effect of lockdown is negated. Parents are supportive of the club and understand the identification process.</p>	<p>Club to run every Tues, Wed and Thursday morning 8.15-9.00</p> <p>£0 additional cost</p>		<p>SLT TA's</p>	<p>Pupil progress 3 x per year</p>

iii. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to technology</u></p> <p>Additional electronic devices will enable us to loan out devices to any families who need them enabling all children to have an individual device and therefore be able to fully access learning during a full school or partial school closure. Progress and learning will be maintained for pupils and they will meet their end of year targets despite any closures.</p> <p>The increase in device numbers will enable us to offer places at intervention clubs to a greater number of pupils if required. Therefore any children that have experienced significant disruption due to bubble closures can access personalised intervention. Also any child identified as having experienced</p>	<p>Additional ipads purchased and cases and storage trolley.</p> <p>£10,885.12</p>		<p>AA / JP</p>	<p>July 21</p>

learning loss due to Covid 19 is able to access personalised intervention. .				
Cost Covid Catch-Up to date			£14478.40	