



# Our Lady's Catholic Primary School

*Living and Learning in Faith*

## COVID-19 Catch-Up Premium Report

### Summary

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	197	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£15,760		

In June 2020, a £1 billion fund for education was announced by the Government. Further guidance has since been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is to be split between a catch-up premium and a national tutoring scheme.

The Catch-Up Premium is funded on a per-pupil basis at £80 per pupil. This is based on the previous year's census. Our Lady's will be in receipt of £15,760. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools also 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 has published a support guide for schools with evidence-based approaches to catch up for all students: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

## STRATEGY STATEMENT

- *Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some form of support will be particularly beneficial to disadvantaged. (Education Endowment Foundation Covid-19 Support Guide for Schools)*
- **Teaching:** Great teaching is the most important lever schools have to improve outcomes for their pupils
- **Targeted Academic Support:** There is extensive evidence supporting the impact of high-quality one-to-one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact
- **Pupil Assessment and Feedback:** Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support
- **Wider Support:** Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning
- The proportion of Pupil Premium pupils across Our Lady's School currently stands at 30%, which is an increase of 5% since the first lockdown in March 2020. In addition, we have several families whose circumstances have changed but who sit slightly above the threshold for qualification for Pupil Premium.

### **Our Catch-Up Priorities:**

- Implement a Recovery Curriculum with a strong focus on wellbeing and mental health
- Assessment of learning and basic skills to identify gaps
- Additional lesson time for core teaching in Reading, Writing and Mathematics
- Specific focus on early reading and phonics

### **Overall Aims of our Catch-Up Premium Strategy:**

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by Covid-19 school closures

## Planned expenditure for current academic year

<b>Teaching Priorities</b> <i>(Professional Development and Support)</i>			
<b>Barrier</b>	<b>Action</b>	<b>Desired Outcome</b>	<b>Estimated Cost</b>
COVID-19 and subsequent lockdowns have resulted in a range of home experiences, including bereavement, significant illness and changes in home circumstances leading to potential increase in disadvantage / poverty eg through job loss / furlough	Recovery Curriculum to be implemented for each year group with a strong focus on wellbeing	Smooth transition back to school in September 2020 with daily wellbeing sessions in order for children to feel ready to learn	Resources £100
Gaps in learning that have arisen as a result of school closures due to COVID-19	Assessment of learning and basic skills to identify gaps: initial baselines in September 2020 followed by ongoing teacher assessments and end of year assessments in July 2021	Most children will be working at age-related expectations by the end of Summer 2021	GL Assessments £600
Limited and inconsistent access to reading materials and quality teaching of reading skills during lockdown	Reading Recovery CPD for all staff and associated assessment materials; Reorganise school reading scheme to align with Reading Recovery Levels; All children to be assessed for a Reading Recovery level to ensure targeted interventions can be implemented	Staff are confident and competent with Reading Recovery strategies; Children will demonstrate improved reading skills and reading resilience	Training £200 Resources £625

**Targeted Academic Support** (*Structured interventions, small group tuition, 1:1 support*)

<b>Barrier</b>	<b>Action</b>	<b>Desired Outcome</b>	<b>Estimated Cost</b>
Attainment gap between disadvantaged pupils and their peers has widened during lockdown	Identified children to receive bespoke interventions / pre-teaching delivered by HLTA – focus to be on Reading, Writing, Phonics and Mathematics	Attainment gap between disadvantaged pupils and their peers is reduced	HLTA cost (20 hours a week) £13204
Speaking and listening and vocabulary skills of children are below expected levels	Talk Boost CPD for staff to develop children’s spoken language skills; Talk Boost Interventions for identified children delivered by class teachers and teaching assistants	Staff are confident and competent to implement Talk Boost Interventions Improved speaking and listening and vocabulary skills of identified children	Training £200

**Wider Strategies** (*Wider school community, behaviour approaches, mental health and social / emotional support*)

<b>Barrier</b>	<b>Action</b>	<b>Desired Outcome</b>	<b>Estimated Cost</b>
Lack of parental engagement and limited access to online remote learning for disadvantaged pupils	Audit of Home Technology to identify families who need a Chromebook (DfE allocation: 22) Improve access to remote learning for all pupils by rolling out Family Seesaw; this will also enhance parental engagement	Strong and inclusive Remote Learning Offer to be in place (Contingency Planning) Chromebooks to be allocated following analysis of Audit Increase in number of families accessing and responding on Family Seesaw	Seesaw £880

<p>Longer term impact of COVID-19 and subsequent lockdowns on children's emotional health and wellbeing</p>	<p>Continue to focus on wellbeing through regular PSHE lessons and dedicated wellbeing time</p> <p>Teaching assistants to receive ongoing CPD to enable them to provide pastoral support to children (eg bereavement support; restorative approaches; Adverse Childhood Experiences CPD)</p>	<p>Children have frequent opportunities to focus on their health and wellbeing, including understanding how to regulate their emotions</p>	<p>CPD Costs to be met out of School Budget</p>
			<p><b>Total: £ 15,809</b></p>

***Report to be evaluated on a termly basis.***