



**Catch-Up Premium Plan
St Ambrose Barlow Primary School**

Summary information

School	St Ambrose Barlow Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,560	Number of pupils	208

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 hardest hit. 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 11.

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.

Use of Funds

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](#).

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](#) 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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers

- Access to technology
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write 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. Children were set a reading activity every day. The vast majority of children completed it. However, the gap between those children that read widely and those children who didn't is now increasingly wide.
Non-core	There are gaps in knowledge – units of work have been taught and connections between previous learning has continued to be made. However, children may be 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 and powerful curriculum moments.

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 Ambrose Barlow School, 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.

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?
Issues	Actions	Success Criteria		
<p>Supporting great teaching: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.</p> <p>Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.</p>	<p>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. The foundation subject 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.</p>	<p>First Quality Teaching – quality differentiated and ongoing focused formative assessment closes gaps in pupils learning.</p>	<p>MW LK</p>	<p>Termly July 2021</p>
<p>Writing Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need the opportunity to build up their stamina.</p> <p>Presentation is not at the expected standard.</p>	<p>Staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils. The previous teacher has identified the skills the children did not cover or master before the 'lockdown' and opportunities to learn and practice these have been built into this year's planning. Writing small group intervention in the afternoons for Y1 – 6 children to supplement class writing opportunities.</p>	<ul style="list-style-type: none"> • Quality of writing improves across the school with more pupils achieving age related or above expectations in writing. • Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects. • Confidence of the pupils increases in writing 	<p>JH</p>	<p>Termly July 2021</p>
<p>Vocabulary and understanding and meaning of new words have not been developed and the</p>	<p>Spelling Shed to be used from Year 2-6 to cover a structured spelling programme that children can also</p>	<p>Spelling ability increases which in turn aids the quality of writing. Spelling</p>	<p>JH</p>	<p>July 2021</p>

knock-on effect on spelling of age-related words and use in writing.	access at home as part of their homework. Spelling Shed - £157	scores in external assessments improves and children achieve age related or above expectations in SPaG and writing assessments. Spelling Shed - £157		
<u>Teacher assessment and feedback</u> 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.	Purchase and implement the NTS National Test-style Standardised Assessments suite. Complete termly tests and record assessments to identify gaps, an on Insight to track performance. (Autumn £630)	Teachers have planned lessons to close the gaps in pupils learning. The majority of children achieve age expected.	MW	Termly July 21
Purchase additional reading book sets to broaden the menu of books available.	Purchase further class sets of books to enthuse and engage pupils to read. (Use commission from Book Fairs) Opportunities to read in every lesson in order to develop fluency and independence in reading. Group reading sessions for selected groups as an afternoon school intervention to work on the assessment focuses Y2 – Y6 delivered by Teaching Assistants. Learning by Questions Years 4, 5 and 6. To develop student understanding, engagement and critical analysis of non-fiction and fiction texts. This will be used within class and for at home support.	Students are exposed to a greater number of words and challenging texts. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	LK	
Total budgeted cost				£ 780.00

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Accelerated catch up of the Year 6 before they leave primary school.	Delivery of an after school weekly Maths and English Session boosting basic skills for children in school. Delivery of catch-up sessions. PE session Costs £2000. Employment of additional graduate TA for afternoon boosting sessions. TA Costs £14,700	Pupils are ready for secondary school.	LK	Termly July 21
Targeted intervention programme through the National Tutoring Programme To facilitate the maths' catch up of children In Year 6	Tuition Partners - Third Space Learning for 1-to-1 maths teaching with Third Space Learning as part of our KS2 Maths Intervention. Spring Term '21 & Summer Term '21 - (with NTP subsidy reduced to £1100)	Pupils become confident at quickly and accurately applying their skills in a range of contexts and drawing upon a range of methods simultaneously. Staff can see the content pupils are covering using the online platform	LK	July 21
Catch Up Phonics Although Home Learning activities consisted of phonics work, children will have missed 6 months of Phonics teaching and all phases of Letters and Sounds will not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.	Baseline Phonics assessments in early September will establish individual pupil's knowledge and understanding and first quality teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children. Year 1 pupils – 3 adults in class supporting children whilst they recap Phase 3. Year 1 – afternoon phonics interventions for Phase 3 and 4. Year 2 pupils – 2 adults in class supporting children whilst they recap - Phase 3 and 4. Year 2 pupils – small group interventions for Phase 3 & 4 pupils. Year 2 – afternoon phonics interventions for Phase 4 and 5.	Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and progressed to Phase 4 in a timely manner. Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. Children will feel confident with familiar staff to help, not only with transition into	LN	Autumn 2020 July 2021

	Year 3 – children who should have been reassessed in phonics.	new year group but also with assessing the children at the start of this unique term.		
Vocabulary and understanding and meaning of new words have not been developed and the knock on effect on spelling of age related words and use in writing.	Spelling Shed to be used from Year 2-6 to cover a structured spelling programme that children can also access at home as part of their homework. • Spelling Shed - £157 Closing the Word Gap. To have a consistent whole school approach to improving pupils' vocabulary raising standards in writing across the curriculum	Spelling ability increases which in turn aids the quality of writing. • Spelling scores in external assessments improves and children achieve age related or above expectations in SPaG and writing assessments.	JH LK	July 21
Times tables progressions has been halted due to lockdown and children's knowledge and understanding of the times tables for their year group not known or understood	Use of Times Tables Rockstars to assist in teaching of tables and practice at home. Daily timetables set for home and school learning.	Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths. Pupils more confident with times tables. Year group competitions actively played at school and at home	CM RW	July 21
Accurate understanding of all pupils' maths ability not known due to 6 months out of school for majority of pupils. Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Use of NTS tests in first 2 weeks of September to gain an accurate baseline in core subjects. (old SATs papers for Y2 & Y6) Staff to work with SLT to analyse data and identify gaps. Planning will then address these gaps. Maths - Improve depth of learning and understanding by incorporating consolidation and reinforcement activities in afternoon lessons. Include CPA and manipulatives to embed understanding. Pre teaching activities as necessary for target children/groups. Increase fluency in basic skills through planned activities.	Pupils will achieve greater fluency in basic skills. Most pupils will achieve expected standard in maths at the end of the year. Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory	RW	July 21

	Rigorous data tracking to identify pupils who are not meeting targets.	decoding. They will be confident readers and dips in reading attainment will be negated.		
Total budgeted cost				£18,900

iii. Wider Strategies				
Issues	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents and carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Tasks where appropriate of heavily scaffolded to support children to work independently. Videos are used for where appropriate Annotated worksheets which will give guidance for children to complete. Comprehensions, and maths activities with examples to support. Writing activities may include an opening sentence, scaffolding sheet and a model to guide and support child. Recording of video/audio teaching made by teachers to enable children to complete activities with little parent support. Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Children are able to rotate through discrete teaching, reading fluency and independent online activities.	Children and parents will engage in home learning, reducing the impact of school closure. Children's learning has continued ensuring a smoother transition back into school.	MW ET	July 21
Children have not attended school for months and anxiety levels may be high as a result. Some children will have attachment issues leaving their parents and some will have issues with independence following	Teachers are to plan week-by-week to address the needs of their individual class. All staff to continue using the principles of emotional coaching (Training led by Educational Psychologist).	Children will be supported as they recover their emotional wellbeing and start to re-adjust to life outside lockdown.	MW LK ET	

<p>months of being at home.</p> <p>Supporting Emotional well-being after lockdown. Support children as they recover their emotional wellbeing and start to re-adjust to life outside lockdown.</p> <p>To support parents in getting their children back to school after the lockdown</p>	<p>Headteacher to attend further group sessions with other schools to learn and share good practice, when guidance allows.</p> <p>Children will be supported to find positive solutions to problems and deal with change. Develop children's coping skills. Help children understand that sometimes we can change the situation, sometimes we can't. If we can't change the situation, we need to find ways to help us feel better. (Review of training for staff during training days and staff meetings)</p>	<p>Children have better mental health and emotional resilience and can deal with everyday difficulties.</p> <p>Communicate effectively and build positive relationships. Cope with anxieties and develop skills for life.</p>		
<p><u>Summer Support</u> NA</p>				
			Total budgeted cost	£19,680
		Cost paid through Covid Catch-Up	£16,560	
		Cost paid through charitable donations		
		Cost paid through school budget	£3,120	