



Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name: St. Joseph's Primary, Loftus

2020-21 Academic Year

It is assumed that schools might prioritise a small number of approaches best suited to their context, balanced with the strength of evidence EEF Covid 19 Guidance: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Put simply: schools know their children and their communities best – none are the same and pupils and communities will have been affected in different ways. Leaders know their schools and their children and they know how to help them.

Total Catch up funding £11080

Plan to spend £8864

Contingency 20% £2216

Action	Intended outcome	Timescale	Cost	Impact
<p>Rationale: <i>Supporting quality first teaching</i> <i>Great teaching is the most important lever schools have to improve outcomes for their pupils. EEF Guidance</i></p> <p>The increased pressure on being able to deliver quality first teaching due to staff isolating significantly reduces the possibility of pupils making the necessary accelerated progress needed. The school usually uses</p>	<p>Quality first teaching remains across the school despite pressures of Covid and on staff absences.</p> <p>All groups of children across the school enabled to experience a broad and balanced curriculum with consistency.</p>	<p>Autumn-Spring</p>	<p>20 days cover: £3240</p>	

<p>adults within the school for short term cover. To reduce movement between bubbles and to make sure support in other classes is not further reduced, some funding needs to be allocated for supply cover.</p> <p>Action Supply cover in contingency to ensure all children receive quality first teaching.</p> <p>Cover to be arranged through CER so a teacher is always available so children have consistency in teaching.</p>	<p>All pupils can make progress and catch up.</p>			
<p><i>Focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. EEF Guidance</i></p> <p>Many of the children’s experience of lockdown has been one of limited experience outside their family bubble. Action: To focus on improving children’s mental well-being and providing a range of visits in the local and wider community.</p>	<p>Improved health and well-being of identified children across the school</p> <p>PSHE provision improved (Jigsaw £2000) – CPD on wellbeing increases staff ability to support children</p> <p>Mental wellbeing of staff assessed and support given where needed.</p> <p>Visits to local and wider community to develop children’s experiences.</p> <p>Rainbows intervention used to support children suffering from loss and</p>	<p>Begin November 2020</p>	<p>£2500</p>	

	bereavement. Self-confidence developed.			
<p><i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. EEF Guidance</i></p> <p>Action: Structured additional support for small group interventions across the school both in school and also to extend the school day for some groups so they still retain a broad curriculum.</p> <p>Initial assessments identify:</p> <p>EYFS: The main issues in FS2 have been children struggling to work with others.</p>	Vulnerable groups identified across the school make accelerated progress in Phonics, reading and Maths	Autumn – Spring Progress reviewed termly	£3124	

<p>This has been particularly noticeable in children without siblings.</p> <p>Year 1: Shift to Y1 setting, children need a play-based curriculum and small group teaching in phonics</p> <p>Year 2 children: phonics for PP children need accelerated progress.</p> <p>Year 3 children: Phonics and reading have particularly suffered for the lower attaining children and the gap to their peers is wider than usual. Accelerated progress needed.</p> <p>Year 4: 6 children have shown no progress since Covid and are in need of reading interventions so they can access the curriculum and increase their confidence.</p> <p>Year 5: a small group of disadvantaged have fallen behind with reading and spelling</p>				
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Year 6: An intensive programme for reading and spelling is needed so these children are ready for transition to the next phase in their education.

(Additional transition support might include using assessment to identify areas where pupils are likely to require additional support EEF Guidance) In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. However, to be successful, any increases in school time should be supported by both parents and staff. EEF Guidance

Approval

Standards : Yes/No

If no, please state

why.....

Signed : NJamalizadeh

Date : 14.10.20

Finance : Yes/No

Contingency needs to be 20% of allocation, spend needs to be reduced by £566 to allow for correct contingency.

If no, please state reasons

Signed : Sam Williams

Date : 15/10/2020