

Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name : St. Joseph's Primary Middlesbrough

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/>

Total Catch up funding £24,800

Plan to spend £21,080

Retain 15% for contingency (£3,720)

Action	Intended outcome	Timescale	Cost	Impact
<p><i>Supporting great teaching Great teaching is the most important lever schools have to improve outcomes for their pupils. EEF Guidance</i></p> <p><i>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</i></p> <p>In order to ensure pupils have access to quality</p>	<p>Quality First teaching across all year groups will continue regardless of pressures on staff absences.</p> <p>All pupils will experience a broad and balanced curriculum aimed at Recovery of lost time.</p>	<p>Autumn Spring</p>	<p>30 days cover £4860</p>	

<p>first teaching at all times additional supply will be required to accommodate for those instances where staff are required to self isolate. School normally uses internal cover moving staff across year groups. However as 'bubbles' are set and the movement of staff is restricted to reduce cross contamination</p> <p>Reduced class sizes in KS1 will allow quality first teaching and opportunities for 'catch up' more likely.</p> <p>Normally pupils are in 3 separate classes with Year 1, Year and Year 2. 2 smaller Year 1 classes and 2 Year 2 classes are to be created to ensure appropriate provision and quality first teaching is achieved.</p> <p>Year 1 is set up as Foundation Stage with continuous provision ensuring pupils have access to learning and can successfully achieve ELG and move to National Curriculum quickly.</p> <p>Year 2 require intense phonics provision and independent learning opportunities.</p> <p>Action</p> <p>Cover to be arranged through CER to ensure pupils have a teacher in the class.</p> <p>Additional staffing in KS1 to allow smaller classes for catch up recovery curriculum.</p>				
<i>High quality assessment</i>	Quality assessments	Autumn	£1000	

<p><i>is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessment can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss.</i></p> <p>Baselining pupils on return to school and identifying gaps in learning and at which point learning may have stopped will be critical for teaching and learning moving forward.</p> <p>Screening of pupils phonic ability will help to identify those pupils who have/ have not sustained their knowledge and understanding.</p> <p>QLA is key for all pupils from previous year group objectives in RWM before successful learning can proceed.</p> <p>From this Pupil progress and target groups can be identified and gaps can be filled with appropriate booster/ group interventions etc.</p> <p>Action: School will provide staff with quality time to assess and analyse data, identify gaps for groups of pupils. Pupil Progress meetings will be held for pupils to track and monitor progress and ensure provision is appropriate. Appropriate resources</p>	<p>and judgements will take place.</p> <p>Effective identification of gaps in learning for all pupils.</p> <p>Pupil Progress groups identified in RWM</p> <p>Appropriate interventions and support identified to address gaps in learning</p>	<p>Spring</p>		
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<p>will need to be purchased for each year group. (Times Table Rockstars, CGP)</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 children have returned to school having gained excess weight due to limited experiences, diet and opportunities for exercise. Pupils have spent more time online playing games due to household restrictions. Pupils need opportunities to talk about their lockdown experiences and identify positive mind-set thinking in order to support learning rather than hinder learning.</p> <p>Action: We want to offer a variety of extracurricular opportunities for all pupils including a range of physical sports for them to participate in Increased opportunities for REACH and Rainbows bereavement support will be needed Mental Health resources (e.g.</p>	<p>Improved health and well-being of identified children across the school</p>	<p>Autumn 1 (sourcing materials) Autumn 2 Spring</p>	<p>£3000</p>	

<p>Headstart, Young Minds) will be sourced and implemented to support Mental Health and Wellbeing.</p>				
<p><i>Providing additional books to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children. EEF Covid 19 support guidance</i></p> <p>During lockdown pupils had access to a reading programme online due to a free trial from a current subscription. Pupil engaged well with this and it allowed remote access to reading materials.</p> <p>School is currently having to quarantine books and sanitise them in home reading books limiting the access to school reading books and library books</p> <p>Action: To purchase the subscription for the online reading programme ensuring pupils have access to quality reading materials at all times. Purchase books to increase the number available ensuring pupils have access to an appropriate home reading book and/ or library book at all times</p>	<p>Pupils will make accelerated progress in reading and reach ARE</p> <p>Pupils will rekindle a love of reading and develop personal interests in different genre due to the variety of books made available to them.</p>	<p>Autumn – Spring</p> <p>Materials purchased Autumn 2020</p>	<p>£3000</p>	
<p><i>There is extensive</i></p>	<p>Vulnerable groups</p>	<p>Autumn –</p>	<p>£6220</p>	

<p><i>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>For current curriculum statement please see Appendix 1</p> <p>Action: Structured additional support through small group interventions across the school within and beyond the school day as appropriate (possibility of homework club with accessibility to mobile devices to complete homework activities. :</p>	<p>identified across the school make accelerated progress in Phonics and reading</p>	<p>Spring Progress reviewed termly</p>		
<p><i>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional</i></p>	<p>Ensure availability of mobile technology/ resources for identified pupils to be used in school and at home.</p>	<p>Spring</p>	<p>£3000</p>	

technology, either by providing pupils with devices or improving the facilities available in school. EEF Guidance

Many pupils struggled to engage with remote learning due to limitations on the devices available to them and the age/ quality of them. This impacted on learning and self-esteem. Pupils were unable to stay connected with their class teacher and relied purely on paper copies of activities. Those pupils who engaged with remote learning demonstrated an interest in App based learning resources. Current situation is limiting homework that is able to be sent home and therefore the move to online homework through Google classroom will be encouraged but concern for those children who cannot access online learning at home

Action:
School will look to purchase relevant learning Apps/ online learning programmes that can be used to enhance progress and use for online homework opportunities. Purchasing of mobile devices will be sought allowing pupils to stay behind and complete

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homework where necessary.				

Year Group	Current Position/Catch Up Statement
EYFS	Support with phonics and early language acquisition.
Year 1	<p>Access to continuous provision to ensure ELG are met before access to National Curriculum objectives.</p> <p>Phonics support through Sounds Write to improve reading and spelling.<i>here is a group of children who have forgotten how to write their own names. A large group cannot identify all letter names and sounds, thus impacting on their reading and writing. Phonics assessments have shown that, although there are gaps, there is a clear cut off in learning from when schools closed in March. In maths, we are having to pick up the objectives which were not covered in Reception from March onwards.</i></p>
Year 2	<p>phonics for many children needs accelerated progress</p> <p>The attainment gap between the HA pupils and the LA pupils has widened considerably. LA pupils struggled with the summative assessment of the Y1 curriculum. The MA group have had mixed results, possibly dependent on the work they committed to on Google classroom, but have been generally more favourable in Maths.</p> <p>in Writing, the gap between HA and LA has been more noticeable with the LA group struggling to write</p>
Year 3	<p>HA children are achieving well and working securely at expected levels. LA are working significantly lower than HA and it is unlikely they will reach the expected standard. The 5 children working on PIVATS are working at least 2 years below expected level, they are working in a small group of 5 for english and maths wherever possible, however, they are engaging well and making small steps of progress.</p> <p>The MA children are working slightly below expectations but with a positive attitude, intervention and support from home could reach expected standards.</p>
Year 3/ 4	<p><u>Reading</u> The children need to, secure retrieving information from the text and improve making inferences about character's action. They need to use evidence to illustrate an opinion, make a prediction based on evidence from the text and match words to given definitions</p> <p><u>Writing</u> The children need to secure spellings of adding suffixes (ing after e, ed after y, er /double the last letter), contractions and common exception words.</p> <p><u>Maths</u> The children need to secure addition and subtraction calculations, secure</p>

	times tables (multiplication and division facts) and solve 2 step problems
Year 4/5	<p>Year 4's have come back positively but are showing reduced focus and stamina. Some of the Y4 boys show strong potential but lack confidence and motivation. Some of our EAL children in both Y4 and Y5 are lacking understanding when following instructions.</p> <p>Most Y5 boys had poor Google Classroom engagement and have drifted from where they could have been. Y5 girls although still behind are showing more potential in bridging the gap than the boys due to better motivation.</p> <p>The gap between SEN pupils is increasing at a greater rate than usual. This is then leading to some behavioural and social interaction issues.</p>
Year 5	<p>LA pupils have fallen significantly behind where they should be for their age group - one of them is scoring nothing on a Year 3 arithmetic paper for example. Times Tables as a whole have suffered from lack of practice. Many children performed well on their Salfords but lack reading stamina and it is evident that those who have not read regularly are behind with their knowledge of vocabulary. I am fairly pleased with the knowledge retained from last year for much of my MA/HA children but have found that the HA are not easily defined as they may not have had time to develop and push their skills had they had more time to do so.</p>
Year 6	<p>Generally the attainment gap between the HA pupils and LA has widened and the LA pupils have fallen significantly below the standard of their spring assessment - they are extremely unlikely to reach the expected standard without significant intervention. HA pupils have maintained standards with MA falling between these boundaries depending on engagement with Google Classroom and attitude to learning.</p> <p>In English, the standard of reading fluency and comprehension for most boys (particularly white British) has fallen and regular reading and intervention will be required if they are to make gains (PiXL interventions, guided reading, Lexia and targeted reading will be used to close the gap). This group is also at risk in writing, although writing stamina has proven to be an issue for all pupils (weekly short burst writing sessions will be timetabled to improve this).</p> <p>In maths, recall of basic facts (particularly times tables) is a concern for the majority of pupils (excluding HA) and poses a barrier for the formal calculation processes that are a requirement at the end of KS2 (PiXL app to be utilised). LA pupils have fallen behind the level of their spring attainment and without small group intervention (TA/Teacher support, PiXL) will not make the gains required to maintain their rate of progress.</p> <p>Some pupils have returned to school requiring support with anxieties that result from the current global situation. Emotional support will be needed for these pupils in order for them to settle back into the classroom environment and approach their lessons with positivity and determination.</p>
Year 6 TT	<p><u>Reading</u> Placing the threshold for expected as roughly 50%, the majority of children who were predicted to achieve 'Expected' at the year-end did so. More able readers did not score much more highly than middle ability, with most marks being lost on the 'point and evidence' type questions.</p> <p>All children were tested (and scored) within their age-related band (LD, DK and CH</p>

were absent). LA will need significant intervention if they are to meet the expected standard in reading.

Maths Those identified as HA appear to have maintained standards, but a significant proportion of MA have regressed since the spring assessment, depending on engagement with Google Classroom and attitude to learning. They will require intervention in order for them to meet the required standard in SATS assessment. LA children are highly unlikely to make the expected standard without significant intervention.

Writing HA appear to have maintained standards in writing, except for the occasional error with missing punctuation. The gap between these and the MA/LA has widened since the last assessment. Handwriting, spelling and correct use of punctuation are all issues which will require intervention in order for this group to meet the required standard.