



Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name: St. Patrick's Primary

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 £28720

Plan to spend £22,976

Retain 20% for contingency (£5,744) See notes on last page

Action	Intended outcome	Timescale	Cost	Impact
<p>Rationale: <i>Supporting great teaching 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 relies</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>All pupils groups can catch up.</p>	<p>Autumn-Spring</p>	<p>25 days cover: £4050</p>	

<p>on adults within the school for short term cover. As 'bubbles' are set and the increased risk of contaminating across bubbles school staff will need to remain in their own bubbles. We must do all we can to reduce the risk of children being sent home again due to isolation and also ensure that they always have quality first teaching.</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><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 exercise and the lack of a healthy lifestyle. Many are overweight and have adopted unhealthy lifestyles by accessing</p>	<p>Improved health and well-being of identified children across the school</p>	<p>Begin November 2020</p>	<p>£3000</p>	

<p>iPads and devices as they were unable to play outside. Action: We want to focus on cohorts where a lack of exercise clearly has caused detrimental effects by offering sports booster sessions so these children engage in active play improving their health and also their mental well-being.</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>The children have not had access to quality reading materials for months. The school is having to quarantine and clean reading scheme home-loan books so often children do not have an appropriate book to take home.</p> <p>The school proposes to increase the number of books available so children</p>	<p>Vulnerable pupils make accelerated progress within reading so they close the gap closer to Age Related Expectations.</p> <p>Children establish their love of reading again and develop a personal interest in reading by having access to appropriate reading materials</p>	<p>Autumn – Spring</p> <p>Materials purchased Autumn 2020</p>	<p>£4000</p>	

<p>are able to take an appropriate book home each night so they have consistency and parents can establish healthy reading routines</p>				
<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>Vulnerable groups identified across the school make accelerated progress in Phonics and reading</p>	<p>Autumn – Spring Progress reviewed termly</p>	<p>£7926</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 far wider than usual. Accelerated progress needed. This cohort also has a very high proportion of SEND children</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</p> <p>Year 6: We have identified that the borderline children here are a concern, An intensive programme for reading and spelling is needed so these children</p>				
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<p>are ready for transition to the next phase in their education.</p> <p><i>(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</i></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</i></p>	<p>Purchase of mobile technology for identified pupils.</p>	<p>Spring</p>	<p>£4000</p>	

be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. EEF Guidance

Many of our pupils during lockdown could not engage remotely with their learning and felt disconnected from their peers and their teacher. Not only was this detrimental for their well-being but also their self-esteem.

Approval

Standards : **Yes/No**

If no, please state why... **Please note the correct amount of funding Mark. I've highlighted in yellow.**

Approved upon adjustment..........

Signed : N Jamalizadeh

Date : 24.09.20

Finance : **Yes/No**

Please note revised total to spend must be limited to £22,976 based on the correct funding of £28,720 and the requirement for an increased contingency of 20% (£5,7444)

Signed : A Allen

Date : 8.10.20