



Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name : St Therese of Lisieux Catholic Primary School

2020-21 Academic Year

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

Total Catch up funding £17,920

Plan to spend £14, 366

Retain 20% for contingency

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>There is increased pressure on maintaining staffing levels in order to deliver quality first teaching. This is due to staff self isolation and associated covid symptoms. The staffing levels in school are stretched currently as there is reduced flexibility for the redeployment of staff due to mixing between 'bubbles' and possibility of cross contamination.</p>	<p>Use of additional supply cover will allow for effective deployment of teaching staff so that pupils will have access to quality first teaching .</p> <p>All pupils across the school receive a broad and balanced curriculum with the opportunity to address gaps and accelerate progress where required.</p>	<p>Autumn - Spring</p>	<p>20 days cover</p> <p>£3240</p>	

<p>Action : Supply cover to be used to ensure all pupils have access to quality teaching. Bookings made through CER</p>				
<p><i>Early career teachers , who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. EEF</i></p> <p>There are two NQT +1 and 2 NQT'S on the staff this year. They require additional support and mentoring in order to develop confidence and success in their role .</p> <p>Action: extra ½ day support each week from AHT to provide additional coaching and mentoring support.</p> <p>Such additional support will also allow for tailored CPD to be devised and delivered and staff can access external CPD if required.</p>	<p>New staff feel well supported in their role.</p> <p>CPD and target support can be prioritised for new staff so that they feel confident and competent in their role.</p> <p>High quality teaching and learning evident in classes and impact positively on pupil progress and attainment.</p>	<p>Autumn - Spring</p>	<p>½ day a week for 20 weeks = £1000</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</i></p> <p>In order to address the current issues regarding reading material going home we require additional reading material to supplement our current library stock so that pupils can have access to new and engaging titles in order to reignite their passion and love for reading.</p> <p>Action : to purchase new reading material for KS2 pupils to supplement school library stock .</p> <p>Purchase reading material to supplement phonics teaching and learning for KS1 pupils. Currently pupils are using e books and new stock is required so pupils can have access to a wide range of reading material to match the Bug Phonics resource used in school.</p>	<ul style="list-style-type: none"> ● Pupils’ passion and enthusiasm for reading will be reignited ● New material will promote book talk and reading for pleasure ● New material will support book club for passionate readers ● New material will be specifically chosen to engage identified pupils. ● New material will be matched to support curriculum planning. 	Autumn / Spr	£500	
		AUTUMN	£3500	

<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</i></p> <p>Assessments are focussed on lowest 20% in each year group in reading, writing, phonics and maths</p> <p>Current Y2 pupils : small group of pupils require phonics and reading intervention in order to work towards securing ARE . Structured intervention will allow for gaps to be addressed and progress to be accelerated.</p> <p>Identified Y3 pupils who have not met ARE at end of KS1. Structured support to catch up and gaps in key skills are addressed.</p>	<p>Identified pupils receive additional tailored and structured support to address identified gaps in learning.</p> <p>Pupils make positive gains and this is evidenced in the classroom; data reflects progress for such pupil.</p> <p>Structured small group and individual support ensures lost learning and misconceptions are addressed so that pupils can access quality first teaching in the classroom and make accelerated progress</p>	<p>Aut/Spring</p> <p>8 - 20 weeks</p> <p>EEF recommended</p>	<p>Additonal 6 hours TA support each week x 20 weeks.</p> <p>£3007</p> <p>Resources £300</p>	
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<p>Group of identified pupils in Y5 who require structured support with reading and phonics to address identified gaps. This cohort has a high proportion of SEND pupils and the gap for such pupils is widening compared to peers.</p> <p>Intervention and support for identified Y5 and Y6 pupils who require catch up sessions, small group work and structured intervention in order to meet ARE at end of KS2. Pupils have shown very little progress since COVID and extensive catch up is required.</p> <p>Action: to provide additional hours for existing support staff so additional group and individual intervention can be carried out.</p> <p>This will include additional sessions at the end of the school day for some pupils.</p>				
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<p>Purchase additional resources to support small group and individual sessions: phonics resources, magnetic letters, phonics games, numicon/ paper based workbooks.</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 technology, either by providing pupils with devices or improving the facilities available in school. EEF</i></p> <p>Some pupils do not have access to mobile technology therefore if school has access to devices that can be loaned to pupils should they be required to self</p>	<p>Learning is fully accessible for all pupils.</p> <p>Technology will be used to support learning, targeted interventions and identified pupils will have increased access in school to tailored support programs in order to address gaps and make progress.</p>	<p>10 x chrome book @ £300</p> <p>£3000</p>		

<p>isolate. The technology will also be used within school to support group interventions using phonics/ reading and maths programmes already used within school.</p> <p>Action: Purchase use of mobile technology/ set of chrome books to use for identified pupils both within school to support intervention and at home.</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</i></p> <p>Provide additional support to extend range of after school and enrichment provision.</p> <p>Pupils will have increased access to outdoor education and provision to</p>	<p>Pupils will have access to outdoor education; the Forest School learning environment provides opportunities for children to develop self-esteem, self-confidence, to form positive relationships with others.</p> <p>The children go out in all weathers, all year round, exploring and learning from the four seasons and environment changes.</p>	<p>SPRING</p>	<p>£500</p>	

<p>improve emotional wellbeing, fitness, and self esteem.</p> <p>Action: 1 member of staff to receive Level 3 Forest School Leader Training</p> <p>Staff member to deliver after school sessions and 1 afternoon session to enrich curriculum provision.</p>				
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