



# St. Ignatius Catholic Primary School Catch-Up Premium Plan



## Summary information

<b>School</b>	St. Ignatius Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£10,400	<b>Number of pupils</b>	130

## 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.

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

St. Ignatius Catholic Primary school intends to use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Our focus is predominantly on our KS2 children, especially UKS2 as they have the least amount of time available to catch up on lost learning.

To support our school to make the best use of this funding, we have used resources from the Education Endowment Foundation (EEF) who have published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

## 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
  - Wider strategies
    - Supporting parent and carers
    - Access to technology

## Identified impact of lockdown

<b>Reading</b>	Children were directed to the online reading books by ORT during lockdown. This is something that was more accessible for families and required less teacher input. Children have lost stamina for reading. In baseline assessments completed at the beginning of the Autumn term, children in Y5 and Y4 performed lower than expected and some children in Y6 did not reach the end of the task due to slow reading speeds. On the other hand, other rushed and lacked precision with their reading. Due to the lack of TAs in school and the nature of mixed aged classes, the school intends to spend part of the catch up funding on Reading Plus, an online reading programme, which will enable our children to improve their fluency and comprehension in a structured and independent way.
<b>Writing</b>	Children have lost essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Handwriting and letter formation have also suffered. 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. UKS2 baseline assessments are much lower than usual for this time of the year.
<b>Maths</b>	Specific content has been missed, leading to gaps in learning. Maths baseline assessments show that children have retained greater knowledge in this subject than in reading and writing. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however they are 'behind'. Recall of basic skills with the children, who were already behind, has suffered – these children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Non-core</b>	There are gaps in knowledge – whole units of work have not been taught meaning that children are 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.

**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?
<p><u>Supporting great teaching:</u> The teaching of Phonics, Reading, Writing and Maths will be systematic and consistent across school due to the introduction of new schemes of work.</p>	<p>School has purchased a new phonics scheme, Floppy Phonics and aims to use training support through the Jerry Clay English Hub to bring fidelity to the scheme. <b>(£2008 cost met by the BKCAT)</b> <b>(£800 cost to school)</b></p> <p>School has purchased a new writing scheme 'Literacy Shed Plus'. Having reviewed the progress of the UKS2 pupils' books last year when pupils returned to school in June, it was decided that this scheme would be purchased for use in all classes. <b>(£97.50 cost to school)</b></p> <p>White Rose Maths Scheme already purchased.</p> <p>School has purchased a new reading scheme in KS1 and KS2, which compliments the new phonics scheme perfectly. Reading areas in school will be transformed in order to promote that 'love for reading'. <b>(£2582.80 cost met by the BKCAT)</b></p>		<p>CM/JJ FS</p> <p>JJ</p> <p>JJ</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform planning.</p>	<p>School will rapidly identify pupils who have fallen behind and who are at risk of not meeting expected standards or (as appropriate) greater depth in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> <li>- Gap assessment and analysis tasks.</li> <li>- Discussions with pupils</li> </ul> <p>White Rose Schemes of work identified previous year's objectives and how these can be embedded into current units of work. There will be a greater focus on Mental maths – fluent in five/rapid reasoning.</p> <p>In Autumn term, teachers will be establishing basics in writing, building stamina through engagement with interesting texts/videos.</p>		<p>JJ</p> <p>SR</p> <p>JJ</p>	<p>Ongoing</p>

<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling at St. Ignatius have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>School will use their website as a platform for prospective new families to gain an insight into school life from a virtual perspective.</p> <p>School to create a Facebook account, sharing good practise at school with the Wider community.</p> <p>Headteacher and/or Class Teacher will meet parents/children via Teams to answer any questions etc. so that they feel confident in joining St. Ignatius.</p>		<p>SD SB</p> <p>SB WB</p> <p>SB FS</p>	<p>Ongoing</p>
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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u> Identified children will make significant progress due to 1-1 and small group interventions. Children will benefit from working with adults who know them.</p>	<p>HLTA teaches French across school allowing teachers time to work 1-1 with pupils on concepts they have not grasped. This focus will change each half term.</p> <p>A skilled supply teacher has been employed to work with KS2 children to support pupils who have fallen behind. Teachers plan the focus of these lessons and share this with the supply teacher who delivers this to small groups. Intervention records are kept and shared with the teacher who adjusts the lessons accordingly. <b>(£2976 cost to school)</b></p> <p>Children in EY/KS1 who are identified as falling behind in phonics will have same day intervention with Nursery nurse.</p>		<p>LA/SR/JJ AH</p>	<p>Half-Termly</p>
<p><u>Intervention programmes</u> The introduction of Reading Plus – an adaptive intervention, which will improve comprehension, vocabulary, motivation and reading efficiency of all children (Year 4,5 and 6).</p>	<p>School plan to purchase ‘Reading Plus’ which begins with an adaptive assessment that provides the data-driven starting point for the personalised instruction and practice our children need to become independent readers. Adaptive instruction is complemented by</p>		<p>BC/TV</p>	<p>Feb 21</p>

<p>The use of TT Rockstars inspires and enthuses our children and supports them in the learning and rapid recall of multiplication facts.</p> <p>The introduction of Spelling Shed, an online spelling programme which will aim to improve the quality of spelling and provide reluctant writers with the tools to 'have a go' at spelling more complex words and aim to improve the basics too.</p>	<p>easily accessible resources that enable teachers to meet the needs of all students. <b>(£5535 cost to school)</b></p> <p>TT Rockstars has been used in school for over two years now. It continues to be an engaging, fun and competitive way for children to learn and strengthen their knowledge of multiplication facts. <b>(£131.40 cost to school)</b></p> <p>Given the success of TTRS and the impact it has had on the maths curriculum, school felt that Spelling Shed would provide that competitive approach that was missing within the writing curriculum as well as providing structured spelling lists which are in line with each age phase. <b>(£99.60 cost to school)</b></p>		<p>SR</p> <p>JJ</p>	<p>Ongoing</p> <p>Ongoing</p>
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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Parents feel fully supported on pupils return to school in September 2020.</p>	<p>Google Meet and Google Classrooms will be used when children are accessing learning at home (self-isolating or bubble closure). <b>(Cost unknown-met by the BKCAT)</b></p> <p>Home-learning packs for families unable to access online learning or for those with specific learning needs.</p> <p>Teaching staff to create videos of their new classroom in advance of pupils return. All staff to create a transition letter at the end of 2019-20, giving parents and children time and opportunity to ask questions.</p> <p>Parent guide to explain the practicalities of the school day. Learning mentor, returning from maternity leave, to introduce herself to the school community explaining the services she offers around supporting pupils well-being and mental health.</p>		<p>All teaching staff</p> <p>All teaching staff HD</p>	<p>Ongoing</p>

<p><u>Access to technology</u></p> <p>Children have access to high quality technology (Google Chromebooks) across Year 4, 5 and 6 which will enhance learning opportunities and enable them to access quality and interactive interventions which will motivate and enthuse them in their learning. Other year groups will have increased access to the Class set of IPADs that are already in school.</p> <p>All families who do not have access to a suitable device will be able to loan one.</p>	<p>Purchase 63 Google Chromebooks and 2 storage trolleys. This will enable each child in year 4, 5 and 6 to have access to a device to use in lessons and interventions as appropriate. <b>(£11,214 cost to school)</b></p> <p>School will access, via the Trust IT Team, devices for eligible families to use to support remote learning if needed. <b>(Cost unknown-met by the BKCAT)</b></p>		<p>SB RB</p> <p>SB RB Trust IT team.</p>	<p>Ongoing</p>
			<b>Cost paid through Covid Catch-Up</b>	
			<b>£10,400</b>	
			<b>Cost paid by the BKCAT Trust</b>	
			<b>£4590.80</b>	
			<b>Cost paid through school budget</b>	
			<b>£10453.50</b>	
			<b>Total cost</b>	
			<b>£25,444.30</b>	