

Catch-Up Premium Plan

St. Teresa of Lisieux Catholic Primary School



Summary information				
School	St. Teresa of Lisieux Catholic Primary School			
Academic Year	2020-21 & 2021-22	Total Catch-Up Premium	2020-21 £21,140 2021-22 £15,098	Number of pupils 499

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 in years Reception through to 11.

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 2020-21 and 2021-22 academic years. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

We have used the funds to cover a broad range of issues facing the school: parental demand for paper-based activities as well as online tasks; an upgrade to our Seesaw online learning platform; a transition TA to support Years 5/6; daily reading support for KS1 and lower KS2 pupils with two additional TAs; phonic decodable books to support younger pupils struggling to read given the effects of numerous lockdowns; and 1:1 tutoring to help pupils get back on track.

In addition, we have also bought additional mini-iPads which will support pupils in school. Children's learning will be enhanced using teacher directed programs. We will investigate using Classroom by Apple (App) and provide training if necessary through MGL.

The impact of this expenditure will be monitored and evaluated by teachers observing pupil engagement at home with online learning and monitoring Pupil Progress measuring the rate of attainment and progress based on NFER Tests conducted in Autumn 1.

The iPads will also be used to deliver after school "Catch Up" lessons in a formal way (bespoke lessons)/informal way through quizzes, games and fun activities when after school clubs are set up. The reasoning behind this approach is to foster an atmosphere that promotes well-being and engages the children.

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p> <p>The use of mini-I-pads and laptops will enable pupils to participate in Maths Catch-Up using sites such as Purple Mash, Maths Shed, Times Table Rock Stars etc.</p> <p>CGP maths books from Reception to Year 6 will give all pupils access to age appropriate activities.</p> <p>In Years 5/6 additional intervention groups will be added to the timetable with the use of a transition TA to these year groups.</p> <p>The use of an upgraded Seesaw online learning platform will allow staff to provide real time verbal feedback to pupils with online tasks.</p> <p>Third Space Learning (Maths) is a bespoke 1:1 tutoring intervention we use in Year 4, 5 & 6.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. 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.</p> <p>The use of mini-I-pads and laptops will enable pupils to participate in SeeSaw based writing activities both in class and at home when self-isolating or during lockdown.</p> <p>In Years 5/6 additional intervention groups will be added to the timetable with the use of a transition TA to these year groups.</p> <p>The use of an upgraded Seesaw online learning platform will allow staff to provide real time verbal feedback to pupils with online tasks.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p> <p>The use of mini-I-pads will enable pupils to participate in Reading Comprehension activities set by class teachers both in class and at home when self-isolating.</p> <p>CGP books will allow pupils to access specific daily tasks directed by staff, in addition to online activities.</p> <p>Linked to our School Improvement Plan priorities, two additional temporary TAs will ensure daily reading for pupils in reception, KS1 and lower KS2, to add capacity to our existing support staff and teachers.</p> <p>Investment in Collins Big Cat phonic decodable books will add a wide range of additional fiction/non-fiction titles to our reading library for younger pupils, and those in the bottom 20%, to provide resources for staff and pupils.</p> <p>The use of an upgraded Seesaw online learning platform will allow staff to provide real time verbal feedback to pupils with online tasks. Our online Big Cat e-books can be added to individual pupil accounts for additional reading activities.</p>
Non-core	<p>There are now significant 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.</p> <p>The use of I-pads will enable pupils to participate in Foundation Subject activities set by class teachers both in class and at home when self-isolating.</p>

Planned Expenditure				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Seesaw online learning platform upgrade	We negotiated a 15% reduction in cost together with several other schools accessing the same platform. Pupil access and staff feedback much improved. £2,200		AT	April 2021
Transition Support TA – Years 5/6 Pupils more 'secondary ready' by having additional staff support to assist with gaps in learning	Agency cover for 12 weeks £6,000		AT/MU	Summer 2021
Reading Support x2 TAs EYFS, KS1 and lower KS2 pupils (including bottom 20%) will read daily with additional support (linked to SDP priorities)	Agency cover for 12 weeks £12,000		AT/MU	Summer 2021
CGP Activity books – Catch-Up packs for each individual pupil	Combination of school and home learning activities £4,500		AT	Summer 2021
Collins Big Cat Phonic Decodable reading books	Additional resources for younger pupils suffering from several lockdowns. Access to good quality, motivational reading books £3,700		AT/TH	Summer 2021
Access to Technology During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	In conjunction with MGL, school has negotiated the purchase of 50 mini-iPads for use in school £19,000		AT	Summer 2021
Total budgeted cost				£ 47,400
		Cost paid through Covid Catch-Up		£21,140 (2020/21) £15,098 (2021/22) £36,238
		Cost paid through charitable donations		£0
		Cost paid through school budget		£11,162
Total				£47,400