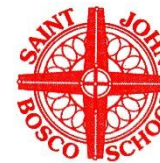


St John Bosco RC Primary School

With Jesus in our hearts, we love, pray, learn and play.



Catch-Up Premium Plan

Summary information

School	St John Bosco RC Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,120	Number of pupils	214

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 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following: Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths but the lockdown has made some children anxious about their abilities and reduced their resilience for learning. This is an additional challenge to the catching up the specific content they haven't been taught. 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.
Writing	Children have missed specific grammar and punctuation skills being taught for their year groups as well as having 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. Again, resilience in learning has been affected.
Reading	Some 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.
Non-core	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.
Impact of Covid related closures : Barriers to learning at St John Bosco	
<ul style="list-style-type: none"> • Oral language skills on entry to school are low. This hinders reading, writing and phonics attainment in reception and KS1. Reduced time in nurseries and childcare settings have exacerbated this. • School readiness within the EYFS setting. • Lack of opportunity for transition within the EYFS setting resulted in a high level of complex need that required unplanned additional support. • A number of children have struggled with mental health as a result of school closure. To enable them to reach their potential they will need some additional support on their wellbeing. • Reading- Children were not practising their phonic knowledge and applying with accuracy to improve their decoding/ blending and fluency overall. Some children struggled to engage in reading tasks and reading for pleasure during school closure. • Knowledge and application of number facts are not as strong and embedded as they would have been for a small number of children. • Patchy parental engagement with remote learning • Resilience - Children are less resilient and less willing to 'have a go'. They are out of their routines and need support focusing on their tasks and maintaining their stamina. 	

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></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths</p> <p>Gaps in knowledge in Writing are addressed, stamina is improved and children are more motivated to writing for longer periods of time</p> <p>Children are competent and able to cope with SATS and SATS style questions. In Reading, Maths and GAPS</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£300)</p> <p><i>Timetable is adjusted to allow for and extra lesson on Writing. Staff training and resources</i></p> <p style="text-align: right;">(£300)</p> <p><i>SATS companion subscription for Upper KS2</i></p> <p style="text-align: right;">(£890)</p>		<p>MJ</p> <p>CD</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the Rising Stars PIRA and PUMA termly tests and use to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;">(£854)</p>		MJ	July 21

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programmes</u> Numeracy catchup intervention for upper KS2 IDL literacy and numeracy intervention for children in KS2 who are working significantly below age related expectations. .	<i>Numeracy catch up for upper KS2, 3 sessions per week for 39 weeks.</i> <i>IDL Literacy and Numeracy subscription</i> <i>2 before school sessions each week for 39 weeks.</i>	 (£1,930) (£800) (£1,287)	RA RA CD	July 21
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional online learning resources will be purchased,</i> <i>Purple Mash : £800</i> <i>TT Rockstars: £95</i> <i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>	 (£895) (£500)	MJ RG	Feb 21 Feb 21
<u>Access to technology</u> Children have access to technology in school which will support their learning.	<i>30 iPads bought for KS2.</i>	(£9,870)		
<u>Summer Support</u> NA				

	Cost paid through Covid Catch-Up	£17,120
	Cost paid through school budget	£ 1,506
	Total	£18,626