



ST.WILFRID'S CATHOLIC PRIMARY SCHOOL

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	360	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	2020/2021 £23,343	2021/2022 £5097	Total £28,440

STRATEGY STATEMENT

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

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.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

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
- Extended school time
- Wider strategies
- Supporting parent and carers
- Access to technology
- Summer Support



BARRIERS TO FUTURE ATTAINMENT

Academic barriers

Maths	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'. 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 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.
Reading	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. For some children their physical health and fitness has deteriorated, particularly for those children living in homes without gardens or with limited outside space.

ADDITIONAL BARRIERS

External barriers

Social and emotional needs	For a minority of children, a return to full time schooling has presented some challenges. There is evidence of heightened anxieties; some difficulties with socialising; mild resistance to previously established routines and for a few, a general lack of motivation. Some parents and carers are also displaying signs of anxiety which in turn can impact on their children's emotional well-being.
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Planned expenditure for current academic year

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	Impact (once review)	Staff lead	When will you review this?
Pupils make accelerated progress Pupils reach ARE by year end	Interventions: Baseline assessments · Pupil progress meetings · Identified groups for intervention – core subjects · Catch up interventions planned · Timetable for interventions – structured, monitored with entry/exit data provided	Progress made on identified targets – allowing progress to continue within year group settings	SLT	Jan 2021
ii. Targeted approaches				
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	When will you review this?
Maths 1-to-1 Selected children will have had their gaps in learning assessed through low stakes testing. Through 1:1 and small group tuition, those gaps will be filled rapidly to enable them to access future learning successfully.	Third Space Learning (subsidised through National Tutoring Programme) Provision of weekly 1-1 tuition with tutor	Pupils will have made sufficient progress to enable continued progress within their year groups		
Phonics Small group tuition Selected children will have had their gaps in learning assessed, Through small group tuition, those gaps will be filled rapidly to enable them to access future learning successfully.				