Our Lady of Lourdes RC Primary School Catch-up plan							
Academic year:	**2020 - 2021**						
Total number of pupils on roll:	**233 (YN – Y6)**						
Total catch-up budget: **Based on £80 per pupil**	**£16,640**	**First installment:**	**£4200**	**Second installment:**	**£5510**	**Third installment:**	**£6930**
Date of review:	**Summer 2022**						

Use of funds:

In August 2020, the Government announced additional funding for schools to deliver Catch-Up funding following the COVID 19 lockdown measures.

What is it?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

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.

2. Barriers to catch up (attainment)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A	Gaps in pupil knowledge – reading, phonics, writing and maths
B	Prior low attainment
C	The school's inability, due to Covid-19 restrictions, to employ the strategies we know would impact on learning and the limitations on movement of staff.
External barriers *(issues which also require action outside school)*	
D	Access to the internet
E	Health and well-being of children and their families

Teaching and whole-school strategies					
Desired outcome	**Action**	**What is the evidence and rationale for this choice?**	**Cost**	**Staff lead**	**Comments**
A large proportion of identified children make more than expected progress to catch up and all aspects of the curriculum can be dealt with by quality first teaching at a whole class level.	Gaps in learning identified and plugged so most pupils achieve their end of year targets in reading, writing and maths as defined by class teacher and senior leaders. Early assessment of Years 1 to 6 in English & maths to enable teachers to identify gaps which are greater than the norm and which need tackling at a whole class level. Redeployment of additional part time staff to be additional support for individual, group and class intervention. In Spring and Summer term employment of an additional part-time teacher who will release classroom teachers to work with groups of children on specific gaps/areas which require extra input. Gaps plugged quickly and reinforcement given within a topic prior to moving on. Interventions are well targeted. Additional teacher provides quality first teaching at a whole class level. Ensure reading and writing is taught consistently across school and is a focus. Subject lead to identify specific maths concepts most impacted by CV	Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better (EEF) Small group tuition can give up to 4 months impact. (EEF Toolkit) Gaps highlighted in assessments in the autumn term and start of units (spring 2). On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers who are not making expected progress. (EEF) Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. EEF.	Part time teacher x2 both doing 1 day a week £5970.77 x2 =£11,941.72 Additional TA x 3 for Catch up purposes 15 hrs x 3 £15414.34	SLT Subject leads	Our curriculum was reviewed and all teachers aware of the focus within the year. Teachers identified children and group interventions took place with the teacher. Subject lead for maths identified the specific areas of need and given to staff to focus on Additional maths and English taught

	lockdowns and ensure these are priority. Development of Maths Mastery approach and our Abacus scheme which is supplemented with a variety of resources From data analysis indicating attainment in writing is significantly lower than in reading and maths, all children will have a weekly independent writing activity to be recorded in a separate book to enable monitoring by subject lead and more opportunities are made for writing across the curriculum. Create time within a school week for additional maths and English to complete the content missed whilst not compromising on our wider curriculum. Subject leads to review our curriculum and decide what content can be missed this year in foundation subjects.				
A rapid catch-up of phonic attainment to 'normal' levels is ensured for most children across both key stages.	Baseline assessment of phonics across KS1 Years 1 and 2 to identify gaps and with staff adjusting their delivery of phonics to address gaps vigorously. Baseline assessment of all KS2 children who are new to school or who did not pass their phonics test by the end of Year 2 so that identified children will be given specific 1:1 or group	Phonic teaching can give up to 4 months impact (EEF Toolkit) Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. (EEF)	No additional cost for KS1	KS1/Early Reading Lead English Lead	Regular phonics teaching took place Reading books need to be reorganized.

	interventions to improve phonic knowledge.				
To fill gaps in the knowledge and skills of individual children to enable individual children to achieve estimated attainment levels That targeted children will have significantly increased rates of mathematical fluency and understanding. They will be back on track to meet their own targets based on their different starting points.	Small group targeted support. Engage with Bookmark and this will be rolled out to Y1 – Y4 Experienced additional KS2 teacher to support groups of children in Y6 in reading and writing, Y6 teacher to be released to take booster children from Y6 in small group setting	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. (EEF) Small group tuition can give up to 4 months impact. (EEF)		AHT Phase leader/Maths Lead	
Ensure that curriculum delivery is maintained through the Spring 2021 national lockdown/bubble closures via remote learning and ensure that children's participation in remote learning is not impacted by lack of technology. All staff communicate a clear and consistent message surrounding home learning.	Plan consistent approach to home learning for individual, class/bubble or whole school isolation Through the use of Microsoft Teams all staff including TAs to provide live lessons on-line twice a day. Timetable of further activities on the website and tasks uploaded to Purple Mash/Tapestry. The work covered and uploaded is the same as that covered in school for the children of key workers. Children who are not participating with remote learning to be contacted. Provide children with long term or short term loan of technologies so they can home learn effectively. School laptops to be applied for.	Audit of cameras on school PCs. Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback. EEF Feedback given to children can give up to 8 months impact (EEF Toolkit) Children require devices in order to fulfil online learning in line with government expectations.	**(Tapestry) £295.62 (Webcams)**	SLT	Timetable for home learning followed by all teachers Home learning followed our curriculum Webcams purchased

	Support packages are provided for children with SEND and those who are struggling to access the work online. Purchase webcams				
Invest in a range of CPD opportunities, including ECM's online and live courses for all staff to give all leaders and teachers to respond to pupils' needs across year groups and in individual classes.	Teachers/TAs have the necessary skills and knowledge to respond to children's needs. Courses to be booked including: • Reading and phonics deep dive • Teaching to improve memory, building knowledge using cognitive load theory - practical solutions for subject leaders and class teachers	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. EEF			Training attended and information disseminated to staff
Create a climate where children flourish making sure that the curriculum goes beyond the National Curriculum. Introduce our 'Awards' system where awards are emailed home.	To help minimize any potential mental health problems, during live learning staff to allow time for children to speak about their news. Children identified as being a cause for concern brought to the attention of SLT. Well being calls made to 'check-in' on those children who cannot access school. Regular well-being fun sessions (every 3 weeks). Parents directed to non-screen activities. Mentoring sessions/nurture time for identified children upon the return to school and a focus on well-being in lessons. Clear focus on 'WWJD' and #Bekind in summer term to develop children's interpersonal relationships and behaviours that may have been	Children engage in their learning as fully engaged learners. Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).		SLT	WWJD and #BeKind implemented Well-being activities planned regularly by teachers Nurture sessions available for those children identified as needing support Well-being calls made during the lockdown

	affected by lack of social interaction during lockdowns.				
		Total spend:	**£27,651.47**		