



St Joseph's RC Primary School, Jarrow
Catch Up Premium Strategy Plan
October 2020



Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Put simply: schools know their children and their communities best – none are the same and pupils and communities will have been affected in different ways. Leaders know their schools and their children and they know how to help them.

For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a **3-tiered approach***:

A Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

B Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

C Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Total Catch up funding available: £16,720 (Based on NOR 1.10.20: 209)

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

Issue	How identified
1. Gaps in reading knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1), in particular phonics awareness in Years 4-6.	Lexia assessments
2. Gaps in reading knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1), in particular comprehension skills in KS2.	Lexia assessments Salford Reading Tests
3. Poor stamina for writing, in particular during English longer writing activities	Initial writing assessments
4. Poor speech and language skills on entry to Nursery and Reception	Initial EYFS baselines
5. Poor fine motor skills on entry to Nursery and Reception	Initial EYFS baselines
6. Gaps in maths knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1), in particular basic understanding of operations	Initial maths assessments
7. Ensuring all pupils can access online learning at home	Remote learning survey
8. Maintaining a high attendance % for all pupils is a priority	Weekly attendance analysis
9. Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period	Parental survey (Sep 2020)
10. Ensuring parental engagement levels are maintained during the 'virtual meeting' era	Parental survey (Sep 2020)
11. The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful, particularly in regard to interventions with SEND and disadvantaged pupils	

**** Not all issues will be addressed through the Catch Up premium strategy and will be included within the School Development Plan 2020-21**

Action	Issue(s) addressed	Tier *	Intended outcome	Time scale	Planned Cost
To support the quality first teaching taking place in classes, placement of academic tutors from Teach First will support both the teaching of specific subjects as well as the 1:1 and small group tuition of pupils	1 2 6	B	Specific curriculum support in place to enhance quality first teaching Individual and small group tuition will plug the gaps in reading (including phonic) and basic maths skills which will be measurable through ongoing assessments	October 2020	£3,589
Impact: <ul style="list-style-type: none"> • This has released PCH, MLE and RHU to lead individual and small group interventions for one afternoon per week. • The individual pupils identified are now receiving support to 'plug the gap' that were seen in initial start of year assessments • Further assessments at end of term will show further improvements • Question impact since January due to partial closure? I have asked individual staff for their views 					
Placement of Carmel TTP students to support the 1:1 and small group tuition of pupils	1 2 6	B	Individual and small group tuition will plug the gaps in reading (including phonic) and basic maths skills which will be measurable through ongoing assessments	October 2020	N/A
Impact: <ul style="list-style-type: none"> • As above, this has released staff to work with small groups, though not with the regularity of the TF students. The CTPP students have needed more class based support initially. • Y5 & Y2 staff have been released more this term due to the stage of the year, so we should see a greater impact of intervention with these pupils. 					
In order to address the gaps identified through Lexia assessments, further licenses to be purchased for pupils identified as working well below age expectations	1 2	A B	Individual licenses provide a sequential and targeted approach to pupils identified as working well below age expected standards in phonics, reading and comprehension. Through an individualised programme that is easily accessible, pupil progress can be	Oct 2020	£609.58 for 15 extra licenses up until 31.5.2022

			measured and recorded. Engagement is also measured through the management tools provided.		
Impact: <ul style="list-style-type: none"> • 15 extra licences have been purchased. • Before the New Year, we were seeing a clear impact as pupils were being given access within school • Partial closure has resulted in many not accessing from home and this is an reas being addressed by DDU • Data scrutiny in Easter will show the impact. We expect pupils to have made accelerated progress in Lexia and therefore reading. • Clear impact for significant number of pupils 					
In order to improve the delivery of phonics, Literacy lead to research and purchase intervention programme (Sounds Write) particularly focused on KS2 intervention needs. Two staff members to attend training, which includes all teaching resources needed, and then coach others in leading intervention sessions.	1	A B	Ongoing assessments show rapid improvement in pupils phonics understanding, especially SEND and disadvantaged KS2 pupils (based on baseline and ongoing summative assessments)	November 2020	£430 per staff member x 2KS1 = £860 Spring term: £430 per staff member x 2 KS2= £860
Impact: <ul style="list-style-type: none"> • Training for 2 x staff members in May (KBE/RHU) with a proposal to roll out scheme in Autumn term. • 2 further members of staff to be trained in Autumn term. 					
In order to support the small group and individual work in maths, maths lead to purchase White Rose Maths workbooks for use in small group interventions. Staff can follow WRM programme to deliver interventions based on learning that has taken place in class.	6	B	Individual and small group tuition will plug the gaps in basic maths skills measurable through baseline and ongoing summative assessments.	November 2020	£900 (£300 per half term)
To close gap in reasoning skills across the school for all pupils, including those expected to achieve GDS, and reinforce learning through visual stimulus and ensure full coverage achieved to address missed or lost learning. This builds on basic skills in both	6 7	A B	Individual and small group tuition will plug the gaps in basic maths skills measurable through baseline and ongoing summative assessments. This will also target pupils targeted for GDS	November 2020	£4999 (Power Math start up and online subscription)

whole class and small group intervention. Resources will be suitable to support home learning if required and aid remote learning to mirror school learning in the event of individual or whole bubble isolation to prevent gaps in learning growing.			who are currently working below this standard due to lost learning.		
Impact: <ul style="list-style-type: none"> No impact yet as Power Maths will be implemented in September. Training for staff to be shared in Summer term. 					
To support the phonics programme, including for those struggling in KS2, a range of accessible reading books must be purchased. These will be used to support intervention as well as improve the desire to read by pupils.	1 2	C	Extensive range of reading resources are available for all pupils to access (at their level), improve overall reading abilities and develop further the love of reading.	October 2020	£1600 (Sounds Write - £660) (Oxford Reading Tree - £940)
Alongside this, literacy lead to purchase online reading resources for use in both future lockdown periods through remote learning and for all pupils to access to extend and consolidate reading skills	1 2	A B			£450
Impact: <ul style="list-style-type: none"> Access to online books has been very good. This has been a positive during partial closure where children need an increased access to reading. Staff are ensuring that the system of book access is rigorous and relative to the reading stage of individual children English lead to audit use and impact at the end of Summer term 					
To improve the language skills of those in Reception, EYFS lead to bid for access to the Nuffield Early Language Intervention (NELI) programme. If unsuccessful, this can be purchased through OUP and will be facilitated by the EYFS lead.	4	B	Improve language skills of Reception based pupils	November 2020	£1,080 if unsuccessful with bid
Impact: <ul style="list-style-type: none"> NELI app has been placed on ipads. Initial assessments will commence in Summer term. 					
To support those pupils who have anxieties and	9	C	Pupils who are anxious, worried etc or	November	£500

worries during COVID, MHWB lead to purchase appropriate resources (including books, intervention material, physical resources) to support the delivery of MHWB interventions			have suffered during lockdown receive appropriate intervention and support	2020	
Impact: <ul style="list-style-type: none"> • MHWB lead is timetabled once a week to work with pupils and the resources have been essential to this. • Parent views show that they feel their child is benefiting greatly from the support. MHWB to devise questionnaires for parent voice. 					