



Our Lady Catholic Primary School: Covid Catch Up Plan 2020/21



Context

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 have been calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 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.

Use of Funds	EEF Recommendations
<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. 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.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme</p> <p>Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">• Supporting great teaching;• Pupil assessment and feedback;• Transition support Targeted approaches;• 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



Summary information	
School name	Our Lady Catholic Primary School
Academic Year	2020/21
Total number of pupils	197
Proportion of Pupil Premium children	16
Proportion of pupils with SEND	21
Proportion of pupil with EAL	58
Total 'Catch Up' allocation amount	£80 per child from Nursery to Year 6 = £15,760
Impact of school closures due to Covid	<ul style="list-style-type: none"> ➤ Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown. There has been a ; ➤ Negative impact on social, emotional and mental health needs of some children as a result of the school closures and lockdown; ➤ Decrease in physical speed, strength and agility of some children due to lockdown circumstances and increase in the number of children who are overweight.
Key Priorities	<ul style="list-style-type: none"> ➤ Ensure all children are attending school regularly; ➤ Ensure children are emotionally ready for returning to formal learning; ➤ Ensure consistent high-quality teaching and learning across the school; ➤ Ensure identified children have access to necessary 'catch up' interventions; ➤ Ensure all children have an increase in physical exercise; ➤ Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.
Review date of Strategy	September 2020

Identified Impact of Lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. Children still enjoy maths and lockdown has not affected their attitudes – however, the progress rates of many of our children have stalled. Recall of basic skills has suffered – many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This was reflected in our baseline assessments, in which 10% of children had regressed from our previous formal assessment cycle.
Writing	Children have not missed sequences of learning in the same way as in Maths, however, they have lost essential practising of writing skills. Specific knowledge has suffered, leading to a lack of fluency in writing. Those who have continued to practice and develop their writing skills throughout lockdown are less affected, however, those who evidently did not write much as much have had to work harder on developing writing stamina and improving their motivation due to the lack of fluency in the writing process. In our baseline assessments, 16% of children had regressed from our previous formal assessment cycle.
Reading	Children were able to access reading during lockdown via online reading libraries, which were more accessible for families and required less teacher input. However, the impact of not reading on a daily basis was clear to see. Many children have become less fluent in their reading and the gap between those children that read widely and those children who do not has increased. 23% of children had regressed from our previous formal assessment cycle.
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.

Key Priorities 2020/21

Key Priorities	
Priority 1	Ensure all children are attending school regularly.
Priority 2	Ensure children are emotionally ready for returning to formal learning.
Priority 3	Ensure consistent high-quality teaching and learning across the school.
Priority 4	Ensure identified children have access to 'catch up' interventions/additional support.
Priority 5	Ensure all children have an increase in physical exercise
Priority 6	Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.

Priority 1: Ensure all children are attending school regularly				
Actions	Who	Time	Resources	Success Criteria/Outcome
Monitor attendance daily and liaise with parents/carers.	SLT	Daily	Designated time	Our school attendance meets our whole school target of 96% at the end of the year - not including Covid related absences (<i>see attendance records 2020/21</i>). Parents of children with attendance rates that fall below 90% have met with the SLT to help provide support for these families and to investigate the fall in attendance. A referral may also be made to the EWO (<i>see records of meetings</i>).
Log Covid related absences separately and close track return to school dates.	JY MH	Daily	Designated time	
Conversations with family about how we can best support children's attendance (e.g. offering of breakfast club and after school club).	JY/ MH	As required	Designated time	
Work closely with the EWO to ensure all children return to school after lockdown.	SLT/ JY	As required	Designated time	
When a Covid vaccine is being widely used, review absence policy.	SLT	Summer 2021	Designated time	

Priority 2: Ensure children are emotionally ready for returning to formal learning				
Actions	Who	Time	Resources	Success Criteria/Outcome
Introduce a 'soft start' at the start of the academic year.	All	09/20	n/a	All the children have settled into their new classes and have adapted back into school life and the expectations (<i>see pupil voice</i>).
Conduct a 'return to school survey' with the children and analyse the results (Formally with KS2 and informally with FS/KS1)	All	09/20	Survey Designated time	We have a better understanding of how the children feel about their return to school and what any worries are regarding Covid (<i>see pupil and parent voice</i>).
Teach Wellbeing lessons 1 x weekly for all classes .	All	Ongoing	Wellbeing resources (£250)	Children are using the strategies taught in the wellbeing sessions to have a positive attitude to challenging events (<i>see pupil voice and teacher feedback</i>).
Identify those children who are vulnerable and likely to struggle to reintegrate to school easily and plan additional pastoral support for these.	JMD	09/20	Designated time	Children with high anxieties due to the school closure have access to pastoral support sessions in school (<i>see record of support, PPRs and impact statements from evidence file</i>).
Use outdoor learning sessions to support social skills.	All	09/20	Designated time	Children who need support with social skills have access to outdoor learning sessions to support them emotionally and with friendships (<i>see pupil voice and teacher feedback</i>).
Regular phone calls and conversations to happen with SEND and vulnerable families by the DSL or Inclusion Manager	DSL/ JMD	Ongoing	n/a	Our vulnerable families feel supported by the school and their child's attendance is 96% - not including Covid related absences (<i>see attendance records and parent feedback</i>).
Children who are joining school from different settings have an opportunity to become familiar and confident with the setting before they arrive.	SLT/ CTs	10/20	Production of virtual tour	A virtual tour of the school created and shared with all new-starters. Additional time is made for teachers to have a virtual meeting with their new starter so that the child is confident and as comfortable as possible before joining our school (<i>see key stakeholder feedback in evidence file and social media platforms</i>).

Priority 3: Ensure consistent high-quality teaching and learning across the school				
Actions	Who	Time	Resources	Success Criteria/Outcome
<p>All children have access to a broad and balanced curriculum through:</p> <ul style="list-style-type: none"> ➤ Creative curriculum to engage learners (including termly training from HfL's English and Maths TLAs); ➤ White Rose Maths planning (The Mastery approach); ➤ Spelling and Literacy Shed; ➤ Book talk sessions; ➤ Times Tables Rock Stars; ➤ Classroom Secrets 	All	09/20	<p>HfL 'Back on Track' planning and TLA support package (2 x £2290) (£4835)</p> <p>Online curriculum subscriptions (£4389)</p>	<p>Children area fully engaged in their learning (<i>see assessments and pupil voice in evidence folder</i>).</p> <p>Children are making at least expected progress from their September 2020 baseline assessments and progress and attainment rates are regularly reviewed (<i>see assessment data</i>).</p> <p>The school curriculum maps will not change as we feel it is important to retain these within our Recovery curriculum as these have been created to reflect the school's curriculum intent (<i>see curriculum maps</i>). Best practice is shared and modelled to staff (<i>see minutes of staff training</i>).</p>
<p>Teachers have sequential, high quality planning to deliver high quality first teaching filling gaps in learning from missed schooling. Children are exposed to high quality texts as a stimulus for learning. Maths is practical and manipulatives are used throughout the school to support learning.</p>	All	09/20	<p>Maths manipulatives to support teaching (£200)</p> <p>Catch Up Intervention training (2 x £450) (£980)</p>	<p>In the event of a lockdown, our remote learning offer matches our curriculum offer in school (<i>see stakeholder feedback</i>).</p> <p>Baseline assessments take place in September 2020. As a result, teachers have an accurate understanding of where children are in their learning when they return to school (<i>see baseline assessments</i>).</p> <p>Bespoke interventions delivered to all children by trained TAs to maximise progress of targeted groups whose learning has been most impacted on by school closures (<i>see PPR reports</i>).</p>

Priority 4: Ensure identified children have access to 'catch up' interventions/additional support				
Actions	Who	Time	Resources	Success Criteria/Outcome
Develop Catch up plan identifying targeted pupils, actions taken and the cost of programmes implemented funding is being used and the impact of this.	SLT JL/LP	09/20	Catch Up Literacy and Numeracy programmes (2 x £450) (£980)*	'Catch Up' plan is implemented, which includes the restructuring of the curriculum so that it incorporates the 'Back on Track' programmes for English and Maths (<i>refer to Catch Up plan</i>). TAs are trained on delivering key interventions and bespoke interventions help children to make accelerated progress (<i>see intervention records and PPRs</i>).
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.	CTs	Ongoing	Planning time	A clear summative assessment plan throughout the year is in place. Termly assessments are completed to identify gaps and closely track progress. Additional support is provided for targeted pupils to help them make accelerated progress (<i>see assessment data</i>).
All children to take baseline assessments. Teachers complete question level analysis. Identify which children need 'catch up support.'	CTs	09/20	NFER Papers (£750) Partially subsidised by Catch Up funding. Total cost = £1617	All staff are aware of the need to enable catch up for pupils identified through ongoing assessments for learning to identify gaps (<i>see assessment data</i>).
Ensure wave 2 interventions happen: <ul style="list-style-type: none"> ➤ Targeted intervention within the classroom by the class teacher or the support assistant; ➤ Effective differentiation; ➤ Use of weekly pupil premium teacher time to support the catch up of pupil premium children 	JMD/ TAs	10/20	Catch Up training and resources (2 x £450) (£980)* AcceleRead/ AcceleWrite (subsidised through school budget)	Early intervention strategies within the classroom are used effectively to support children's progress from their September 2020 baselines (<i>see assessment data</i>). Key staff undertake training in 'Catch Up Literacy' and 'Catch Up Numeracy' resources (<i>see CPD record</i>).

Priority 4: Ensure identified children have access to 'catch up' interventions/additional support				
Actions	Who	Time	Resources	Success Criteria/Outcome
<ul style="list-style-type: none"> ➤ Ensure wave 3 interventions happen: ➤ Year 2/4/6 to be priority year groups from October to February half term; ➤ Year Rec/1/3/5 to be priority year groups from February half term to July; ➤ This is to ensure that 'catch up' programmes have maximum impact; 	JMD/ TAs	10/20	Catch Up training and resources (2 x £450) (£980)* AcceleRead/ AcceleWrite (subsidised through school budget)	Targeted additional support is being effectively used in the priority year groups (<i>see intervention records of support, class provision maps and PPR records</i>). Progress of individuals is carefully monitored. Targeted children will make accelerated progress in the area of learning they are supported in (<i>see assessment data and PPR records</i>).
Inclusion Manager to provide training and support for the staff who are leading 'catch up' interventions.	JMD		Designated time	Staff are confident at running catch up interventions (<i>see staff questionnaires</i>). Impact of targeted interventions is clear, with identified children making accelerated progress in key areas (<i>see assessment data and PPR records</i>).

Priority 5: Ensure all children have an increase in physical exercise				
Actions	Who	Time	Resources	Success Criteria/Outcome
Time table daily mile sessions for each class. Children are encouraged to run and not walk. Children use tokens to record how many laps they have completed and they can track their own progress.	DA	10/20	n/a	All children have improved their physical fitness (<i>see teacher feedback and subject leader report</i>).
Staff receive training from Premier Sports on quality provision of PE lessons	JC/DA	Spring 2021	Training (£220)	Training is delivered to all teaching staff (<i>see CPD record</i>). Teachers are ensuring that the children are being physically active in lessons (<i>see staff questionnaires</i>).
Classes to have active times in their day through wake up/shake up, just dance, stretches during hand washing times	All staff	09/20	n/a	Daily physical activity is planned on class timetables (<i>see class timetables</i>). Teachers are ensuring that the children are being physically active in lessons (<i>see staff questionnaires</i>).
Every class to have 2 outdoor PE lessons each week (one with a sports specialist and the other with the class teacher)	CTs	09/20	Premier Sports provision (Subsidised through school budget)	Each class has two hour long PE lessons timetables per week (<i>see class timetables and record of work</i>). All children have improved their physical fitness (<i>see teacher feedback and subject leader report</i>).
Organise for each class to have a basket of resources for outdoor playtimes to encourage games.	DA	09/20	Classroom PE resources (£400)	Each class has their own box of equipment for break times, which is cleaned regularly throughout the day by the site manager.
Increased participation in the Stanborough Sport Partnership's tournaments and sports sessions.	DA	Ongoing	Stanborough Sports Partnership (Subsidised through school budget)	There is an increase in the number of competitions, tournaments and workshops that the children participate in (<i>see subject leader report</i>).

Priority 6: Ensure all children's home learning is not inhibited due to the lack of technology available to them at home				
Actions	Who	Time	Resources	Success Criteria/Outcome
Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes or access to a printer, etc.	SLT	10/20	Online survey (via Survey Monkey/ Microsoft Forms)	We have an accurate understanding of how a lack of technology impacts learning.
Apply for grants to enable the school to have a set of laptops that we can loan to families for when children are absent for a length of time due to Covid restrictions.	SLT/ GB	Ongoing	Time for grant application(s) Technical support for setting up laptops (£136)	Children who do not have access to technology at home are able to continue their learning when not in school due to a Covid related absence (<i>see pupil voice and parent feedback</i>). <i>Following on from the DfE laptops that we received during the school closure, a local company donated a further 2 laptops to the school, which we supplied to targeted families during the national lockdown. This helped the families to access online learning.</i>
Create packs of learning for children who are isolating at home but are well enough to be learning. Parents contact the school if they are not able to access the packs on the school website and the school will aim to print and deliver them to families.	CTs	Weekly	Pre-prepared packs of learning	If children are isolating at home and do not have access to their online learning (via either Google Classroom or Tapestry) due to a lack of technology, printed work is prepared for them.
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).	JY MH	As required	Pre-prepared stationery packs (£150)	Stationery packs are to be purchased and set aside for targeted children to take home when home learning occurs (<i>see parent feedback</i>).

Priority 6: Ensure all children's home learning is not inhibited due to the lack of technology available to them at home				
Actions	Who	Time	Resources	Success Criteria/Outcome
Children have access to an online library so that they can continue to read if isolating and teachers can select books for children to read that are suitable for their reading ability.	LP	10/20	Online library subscription <i>(No cost)</i>	In the event of isolation or school closures, all children have access to an online library to help maintain progress with reading <i>(see pupil voice and parent feedback)</i> .
There is parity of learning between our disadvantaged and non-disadvantaged children. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	SLT	In the event of isolation/school closures	Laptops <i>(£3450)</i> Google Classrooms training <i>(Subsidised through DfE grant)</i>	A further 2 laptops purchased to support identified vulnerable children in accessing remote learning <i>(see pupil voice and parent feedback)</i> . All teachers are trained to deliver learning via Google Classrooms <i>(see CPD record)</i> .
Total subsidised through Covid Catch Up Fund				£15,760
Total subsidised through PP Budget				£4526
CATCH UP TOTAL SPEND				£20,286

** Cost already accounted for in overall spend*