



## St. Leonard's RC Primary School 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/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 for St. Leonard's: £7,100**

**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 KS2.	AR assessments
2. Poor stamina for writing, in particular during English longer writing activities	Initial writing assessments
3. Poor speech and language skills on entry to Nursery and Reception	Initial EYFS baselines
4. Poor fine motor skills on entry to Nursery and Reception	Initial EYFS baselines
5. 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
6. Ensuring all pupils can access online learning at home	Remote learning survey
7. Maintaining a high attendance % for all pupils is a priority	Weekly attendance analysis
8. Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period	Class dojo messages
9. 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	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 5	<p>Specific curriculum support in place to enhance quality first teaching. Time to free up class teachers to ensure high quality intervention and catch up for identified pupils through ongoing assessments.</p> <p>Individual and small group tuition will plug the gaps in upper KS2 writing, reading (including phonics) and basic maths skills which will be measurable through ongoing assessments</p>	October 2020	£5,580
In order to address the gaps identified through Accelerated Reading assessments, books to be ordered to enhance the choice of reading especially non-fiction	1 2	<p>Ensure that there is a wider range of fiction and non fiction books for children to choose.</p> <p>Through the individualised programme (AR) that is easily accessible, pupil progress can be measured and recorded. Engagement is also measured through the management tools provided.</p>	Oct 2020	£1,000
<p>In order to improve the delivery and assessment of phonics, KS1 teacher to attend training with local authority.</p> <p>Teaching assistant to attend course led by local authority on supporting 1-1 and small group interventions</p>	1 3 4	Ongoing assessments show rapid improvement in pupils phonics understanding, especially SEND (based on baseline and ongoing summative assessments)	Spring term 2021	£200

<p>In order to support the small group and individual work in maths, maths lead to purchase White Rose Maths online. Staff can follow WRM programme to deliver interventions based on learning that has taken place in class.</p> <p>To close gap in reasoning skills across the school for all pupils, including those expected to achieve GDS, 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.</p>	<p>5 6</p> <p>6 7</p>	<p>Individual and small group tuition will plug the gaps in basic maths skills measurable through baseline and ongoing summative assessments.</p> <p>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 who are currently working below this standard due to lost learning.</p>	<p>November 2020</p> <p>November 2020</p>	<p>£120</p>
<p>To improve the language skills of those in Reception, EYFS EYFS teacher will complete 'ICAN' accreditation and disseminate good practice to other teachers and teaching assistant in KS1</p>	<p>3</p>	<p>Improve language skills of Reception based pupils</p>	<p>End of Spring term 2021</p>	<p>N/A</p>
<p>To support those pupils who have anxieties and worries during COVID, mental health and well-being lead (Learning mentor) to purchase appropriate resources (including books, intervention material, physical resources) to support the delivery of MHWB interventions</p>	<p>8</p>	<p>Pupils who are anxious, worried etc or have suffered during lockdown receive appropriate intervention and support</p>	<p>November 2020</p>	<p>£500</p>