

# St. Joseph's Catholic Primary School – Catch-up Premium Strategy 2020 - 2021

ST. JOSEPH'S CATHOLIC  
PRIMARY SCHOOL



## **Funding allocation (Mainstream Schools)**

*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.*

### **Payments**

*This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.*

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

*Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.*

*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](#). (See also [EEF - School Planning Guide 2020-21](#) )*

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

### **Accountability and monitoring**

*As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.*

*Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)*

## School Overview

Number of pupils in school YR – Y6	209	
Proportion of disadvantaged	27%	
Catch-up Premium allocation (No. of pupils x £80)	£16,080	Actual £19,346 (extra from budget)
Publish Date	04/01/2021	
Review Dates	01/04/2021	
Statement created by	Sonia Fraser	
Governor Lead	Catherine Horsley	

## Context of the school and rationale for the strategy

St Joseph's is an average sized one form Catholic Primary School which is located in an area of high levels of deprivation. During the first lockdown, some of the children did not access the home learning materials for many reasons including parental confidence. When the school fully re-opened in June 2020, it was able to offer places for all key worker children and children in EYFS, 1 and 6. with a bubble provision of 15 in each. Attendance was around 32% of the school roll. The proportion of the vulnerable children who attended during the summer term was around 80% of the number of vulnerable children on roll. Assessment was carried out with the children who returned in June that indicated that many children needed catch up support in Reading, Writing and Maths. There had also been an impact on the emotional wellbeing of some children within our school.

The Covid- 19 Support guide for schools states :

'Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged'.

*Our school priorities for use of catch-up premium are:*

- Ensure all pupils are well supported to catch-up on missed learning through an adapted curriculum
- Mental health interventions for pupils and staff
- Reading /Writing literacy catch up
- Maths catch up
- Loaning of school bought and government digital devices and free internet access to support home learning
- In class and one to one and small group high-quality tuition delivered by teachers

*The core approaches we are implementing are:*

- An adapted curriculum to ensure the previous 6 months lost learning is caught up and embedded in order to have solid foundations of learning in reading, writing and numeracy

- Investment in the schools own counsellor and programmes such as 'Relax Kids'
- Investment in 'Oxford Reading Buddy' online programme for all pupils to access whilst at home learning remotely or during an isolation
- 1:1 and small group intervention in the spring and summer term for those children, who, despite quality first teaching are still falling behind.

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

At St. Joseph's, quality first teaching is always the main strategy that underpins it's academic success. This is something that is still of great importance and the heart of this strategy to ensure outstanding outcomes for all. Where children may need extra support due to the unprecedented impact Covid has had on their learning, targeted academic support is in place. This is delivered through personalised intervention and support programmes in class, one to one and at small group level. The school has also ensured that it has provided a comprehensive pastoral support to pupils and families during the pandemic which will continue with counselling, food boxes for those families struggling financially, regular parental support through the PSA employed by the school and access to educational resources and devices if needed from the school. The school also offer an open-door policy for all parents to ask teachers and other staff for help however they need it.

## Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of daily/ weekly teaching in the autumn term.
	B	Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Recorded lessons, home learning packs and live pastoral support and feedback sessions are in place for every child.
Targeted academic support	C	Some pupils had limited access to phonic materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in phonics is demonstrated on a termly basis
	D	Some pupils had limited access to reading and writing materials during the summer term and therefore, their reading ages and writing progress results are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E	Not all pupils engaged with the online learning materials in maths , during the lockdown period and have made limited progress	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
Wider Strategies	F	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.

**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Counsellor provided in school for children who are anxious or who have mental health issues.	Children are more equipped to deal with worries as will have strategies in place.  The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	EEF discusses the need for social and emotional support to avoid opportunities in missed learning. (EEF Toolkit)	£3780	Staff and parental concerns	SENDCO	<b>Autumn term 2020</b> Children accessing this service reporting positive attitudes and outcomes and establishing strategies to cope with anxious and stressful feelings  <b>Spring 2021</b> School back into lockdown and only open for Keyworker/vulnerable children. Service is still in operation. While not the same as face to face, Teams is helping to still allow children access to this service
B	CPD provided for staff on the effective use of the online learning platform/ live and recorded lessons.	The new platform is in place and staff, pupils and parents are	Teams as a learning platform Supported by online sessions accessed through the website.	TBC	Level of staff confidence in using platform/teams.	SF/MH	<b>Autumn Term 2020</b> Systems set up in readiness if needed,  <b>Spring 2020</b>

	<p>Children are trained in its use.</p> <p>Parents/carers are made aware of the remote learning offering, the platforms used and how they can be used to support home learning.</p>	<p>able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Effective parental engagement supports learning (EEF 2020)</p>				<p>New national lockdown. Online teaching through Office 365 Teams and pastoral support and feedback groups set up and successful. Parental feedback to be sought.</p>
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**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	<p>Phonic assessment undertaken to identify children in need of support.</p> <p>Phonics small group interventions in place</p> <p>Daily basic skills interventions for all identified pupils – basic skills</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition assessments</p>	<p>Shared TA Costs</p> <p>= £4,318</p>	<p>Determined from assessments made at the start of the autumn term compared to previous pupil progress analysis data.</p>	<p>English/KS1 lead</p>	<p><b>Autumn 2020</b></p> <p>Work had been started in this area and almost all children were catching up/making progress.</p> <p><b>Spring 2021</b></p> <p>Focussed and differentiated online learning and live pastoral feedback sessions in place to ensure as far as possible that progress can still be made.</p>
D	<p>In class Intervention/group work with identified pupils for literacy in KS2.</p>	<p>KS2 Reading/writing Results to be inline with Pupil Progress assessment data</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback</p>	<p>Shared Qualified teacher cost. (£8, 717)</p>	<p>Determined from assessments made at the start of the autumn term compared to</p>	<p>English Lead</p>	<p><b>Autumn 2020</b></p> <p>Work had been started in this area and almost all children were catching up/making progress.</p>

	<p>Small group literacy work with pupils who are struggling particularly in year 4 and Year 6.</p> <p>Baseline data from Reading/writing assessment data.</p>	pre-COVID for identified pupils.	<p>1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	=£ 4,358.50	previous pupil progress analysis data.		<p><b>Spring 2021</b></p> <p>Focussed and differentiated online learning and live pastoral feedback sessions in place to ensure as far as possible that progress can still be made. Writing is now becoming a concern and will be addressed through pastoral sessions and individual feedback.</p>
E	<p>In class Intervention/group work with identified pupils.</p> <p>Small group maths support for pupils who are struggling</p> <p>Baseline data from Maths tests.</p>	<p>KS2 Maths Results to be inline with Pupil Progress assessment data pre-COVID for identified pupils.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback 1:1 Tuition In class, Maths Strategies through group and individual support where needed. Qualified teacher</p>	<p>Shared Teacher costs (£8, 717)</p> <p>= £4,358.50</p>	<p>Determined from assessments made at the start of the autumn term compared to previous pupil progress analysis data.</p>	<p>Maths Lead.</p>	<p><b>Autumn 2020</b></p> <p>Work had been started in this area and almost all children were catching up/making progress.</p> <p><b>Spring 2021</b></p> <p>Focussed and differentiated online learning and live pastoral feedback sessions in place to ensure as far as possible that progress can still be made. Writing is now becoming a concern and will be addressed through pastoral sessions and individual feedback.</p>

**Wider strategies** i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
F	Employ a PSA support person to work in school with families who need support compounded by the COVID lockdown	Positive impact on identified SEMH pupils’ emotional wellbeing.	Education Endowment Fund : working with parents to support learning.  Having an employed PSA helps us to identify and extend relationships on a one to one basis with parents. This enables us to offer individualised support, improve communication and support the families to enable the children to learn.	£2531	Parental discussions  Discussions with staff  Data of child's attendance data/ participation during home learning  SEND need  (	SEND/CO/HT	<b>Autumn 2020</b> Attendance was improving and PSA worked alongside families who needed extra support for attendance or family support.  <b>Spring 2021</b> PSA continues to work with families who need her support during the current lockdown.

**Additional funding supporting provision**

The school is dedicating further resources from the main budget to enhance the catch-up strategies in place.

**Governance – monitoring the effectiveness of the Pupil Premium Strategy**

**Governors involved:**

Full Governing Body

**Committee meeting dates**

**Autumn:** November 2020

**Spring:** Feb 2021

**Summer:** June 2021

**Autumn summary**



- Discussed the barriers faced by the school and families on their return and the impact of the time away from school on the educational standards.
- Discussed the Remote Learning Policy and Remote learning handout for parents
- Discussed the planned move for online learning and the provision of laptops and data access for the vulnerable, FSM and Ever 6 Children.

**Spring summary**

- Discussed how the new lockdown had impacted on the previous plan
- Discussed how we had not used the extra staffing to still support the children either through remote learning/or in classes if in school where possible
- Discussed how counselling was still ongoing through remote means

**Summer summary**