 **Catch-Up Premium Plan**

 **Our Lady and St Philomena’s Catholic Primary School**

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| **Summary information** |
| **School** | Our Lady and St Philomena’s Catholic Primary School  |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £15,120  | **Number of pupils**  | 210 |

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| **Guidance** |
| 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 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.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** |
| We are currently in the process of utilising the funds to purchase 45 iPads which will support all pupils in our school. Children’s learning will be enhanced using teacher directed progams.In a survey conducted in September 2020 from Years 1 to 6 inclusive, only 31% of pupils have a device at home to facilitate blended learning on line. When not in use for home online learning the iPads will be used in school for independent research across the curriculum. By so doing, we are utilising the funds allocated according to the principles of best value, and having extra resources for both home and school learning.The impact of this expenditure will be monitored and evaluated by teachers observing pupil engagement at home with online learning and monitoring Pupil Progress measuring the rate of attainment and progress based on NFER Tests conducted in Autumn 1. The iPads will also be used to deliver after school “Catch Up” lessons in a less formal way through quizzes, games and fun activities when after school provision is permissible. The reasoning behind this approach is to foster an atmosphere that promotes well-being and engages the children. |

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| **Identified impact of lockdown** |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.The use of I-pads will enable pupils to participate in Maths Catch-Up using sites such as Purple Mash, RM Maths, Rock Star Time Tables etc. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.The use of I-pads will enable pupils to participate in SeeSaw based writing activities both in class and at home when self-isolating. |
| **Reading** | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. The bottom 20% of readers have been disproportionately.The use of I-pads will enable pupils to participate in Reading Comprehension and VIPERS activities set by class teachers both in class and at home when self-isolating. |
| **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.The use of I-pads will enable pupils to participate in Foundation Subject activities set by class teachers both in class and at home when self-isolating. |

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| **Planned expenditure**  |
| 1. **Teaching and whole-school strategies**
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| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |

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| Access to technology During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. When lockdown restrictions allow, after-school Catch-Up lessons will resume to facilitate staff to focus learning on areas of work missed as identified in NFER baseline assessments in September 2020. | In conjunction with MGL, school has negotiated the purchase of 45 I-Pads for use in school and (on a loan basis) for online home learning***.******£15,120***An hour-long Cath-Up lesson will be held for every year group from Yr 1 – 6 focusing on areas of learning missed due to lockdown. **£0** | There are now enough devices in school for each class to use to conduct independent research and reading in to topics missed during lockdown.This was abandoned after a half-term, as many staff and families reported that they felt the measure to be counter-productive and children found the extra hour difficult to cope with. | ARAR | Feb 21Feb 21 |
| **Total budgeted cost** | **£ 15,120** |
|  | **Cost paid through Covid Catch-Up** | **£15,120** |
| Additional 4 laptops and 8 tablets obtained through a charitable organisation for use by pupils at no cost to school. | **Cost paid through charitable donations** | **£0** |
|  | **Cost paid through school budget** | **£0** |
|  |  | **£15,120** |

Pupils were assessed: on an ongoing basis in accordance with our Assessment and Feedback policy in all subjects; by using NFER tests and performance analyses in Maths and Reading; and by teacher assessment and tracking in Writing and Non-core subjects on a termly basis to monitor the effect of implementing the Catch-Up expenditure plan.