



Catch-Up Funding Expenditure Plan - St Gabriel's CE Primary School

Summary information					
School	St Gabriel's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,120	Number of pupils on roll	212

Guidance
<p>Children in schools 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 are likely to be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>Schools are required to 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.</p> <p>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. 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 <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ 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

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 as readily able to recall addition facts and times tables and some have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling 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.
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 affected.
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 curriculum experiences e.g. trips, visitors and powerful curriculum moments.

i. Teaching and whole-school strategies

Supporting great teaching:

All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.

White Rose Maths resources for all year groups, including: online subscription and workbooks for children
(£99.00)

Read Write Inc Development Day: advice on planning to identify gaps and accelerate learning (linked to virtual learning accessibility)
(£600.00)

Purchase of Oxford E-Books for parents to access quality reading books during self-isolation, holidays and weekends
(£350.00)

Teaching assessment and feedback

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.

White Rose integrated assessments
(£0)

NFER Reading Comprehension assessments Y3, Y4, Y5
(£317.00)

NFER Reading and Maths assessments Y1, Y2 (research project – impact of COVID)
(£0)

Transition support

Children who are joining school in the Reception class and who are beginning their schooling, have an opportunity to become familiar and confident with the setting before they arrive.

Individual meetings arranged with parents, following strict social distancing measures to meet with the class teacher to ensure that the child is confident in joining the school. Additional staffing costs to facilitate staggered entry and first weeks of induction

(£120)

Teaching & whole school strategies total £1,486

ii. Targeted approaches

1-to-1 and small group tuition

Identified children will have significantly increased rates of reading fluency and they will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.

Identified children will be able to catch up essential lost skills and gaps in knowledge more readily through focused, small group tuition in RWInc / English and/or Maths.

Children identified as more able will have opportunities to accelerate progress in Maths.

Targeted readers heard by teaching and support staff in timetables sessions.

(£0)

Targeted children to receive small group tuition for key skills, also reducing pupil numbers for class teaching.

(Existing staffing costs)

Additional TA support employed for focused catch-up of individual children.

(£6,240)

Intervention programme

WellComm speech and language intervention, supports identified children in progressing their communication and vocab skills, which in turn impacts on accessing other learning.

Read Write Inc online virtual classroom, used in school and at home, supports identified children in accelerating their phonic knowledge acquisition to support class lessons.

Designated staff are trained to deliver the intervention confidently (inclusive of entry and exit assessment).

(£1,800)

Subscription to the online resources enables access to key phonic virtual lessons – accessible in school and set as additional work via Purple Mash.

(£1,000)

Extended school time

Identified children in Year 6 are able to access a weekly maths catch-up club (Wednesday 8.00am). The attainment of those identified children improves and lessens the impact of lockdown on their progress towards ARE.

Year 6 teacher and Teaching Assistant deliver specific maths tuition to target skills and concepts in which children are insecure due to lost teaching during lockdown.

(£150)

Targeted approaches total £9,190

iii. Wider Strategies	
<p><u>Supporting parents and carers</u></p> <p>Use of Purple Mash and White Rose resources, both being familiar to the children, will provide quality opportunities to access learning at home, enabling the older children greater independence and increasing the likelihood that parents can sustain home-learning effectively.</p> <p>Children have access to appropriate workbooks for home-learning so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Purple Mash used to set up Postcards with all links to activities, resources and online lessons (White Rose, Oak Academy) – a ‘one stop shop’ resource, making access easy and quick.</i></p> <p style="text-align: right;"><i>(£0)</i></p> <p><i>Purchase of White Rose workbooks for children to use at home.</i></p> <p style="text-align: right;"><i>(£1,200)</i></p>
<p><u>Access to technology</u></p> <p>Daily lessons include the use of Chromebooks for children to access discrete teaching in RWInc Phonics, White Rose Maths, IDL spelling and Purple Mash reading comprehension, thereby establishing ‘blended’ learning to enable easy transition to home learning when required.</p>	<p><i>Purchase of additional 70 Chromebooks and storage units – 15 funded from Catch Up Premium, the remainder from school’s DFC grant.</i></p> <p style="text-align: right;"><i>(£3,135)</i></p> <p style="text-align: right;"><i>(£2,267)</i></p>
Wider strategies total £6,602	
Total budgeted cost paid through Covid Catch-Up Funding	£17,278