



Summary information

School	Our lady of Lourdes Catholic Primary School, Witney				
Academic Year	2020-21	Total Catch-Up Premium	£14,080	Number of pupils	177

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 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 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](#).

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

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Although most children interacted with Seesaw over the lockdown period, specific content has been missed in most year groups, leading to gaps in learning and stalled sequencing of learning. Children are still enthusiastic in maths lessons and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Our baseline assessments indicate that disadvantaged children in Year 5 and 6 are in need of significant support.</p>
Writing	<p>The first unit of writing would suggest that some children have lost essential practising of writing skills. 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 did not 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. There is also a noticeable difference in the neatness of handwriting, particularly in Key Stage 2.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject and our initial assessments reveal that although there is a small difference in the achievement of girls; boys require additional support in order to catch up. Children, particularly boys and disadvantaged pupils are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
Creative Curriculum	<p>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.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Talk 4 Writing Training</u></p> <p>Talk for Writing 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.</p>	<p><i>Training for all staff.</i></p> <p style="text-align: right;">(£1000)</p>		VOK	Feb 21
<p><u>Phonic Tracker</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the Phonics Tracker Assessments suite. Complete regular assessments to track performance.</i></p> <p style="text-align: right;">(£500)</p>		SW	July 21
<p><u>Read, Write Inc Home Books</u></p> <p>To increase the rate of progress, children are able to easily access reading at home which directly links with phonics work in class.</p>	<p><i>Purchase the entire set of Read, Write Inc. Home Reading Books. Books to be sent home at least weekly to support the level/colour of work completed in class.</i></p> <p style="text-align: right;">(£1800)</p>		SW	July 21
Total budgeted cost				£ 3,300

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. 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.	<i>Quest for Learning will be appointed to lead the project who will supply one or two tutors to work across the school (32 children)</i> <i>(£2750)</i>		LKS	July 21
	<i>Additional release time for Key Stage 1 TA to work on early reading and phonics</i> <i>(£1090)</i>		SW	July 21
<u>Intervention programme</u> Catch-Up Numeracy support in Key Stage 2 to support those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Staff within Key Stage 2 to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>(£1090)</i>		VW	July 21
<u>Nurture groups</u> Develop pupils' attitudes and resilience to learning while promoting and developing positive mental health and wellbeing.	<i>2 members of support staff to deliver social skills groups across the school (Rainbows).</i> <i>(£2180)</i>			
<u>ELSA</u> Provide emotional literacy support to work closely with a number of identified families in school.	Home School Link Worker to provide targeted interventions – six hours per week until July 2021. <i>(£4320)</i>		DOC	July 21
			Total budgeted cost	£11,430
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Access to technology</u> During the catch-up intervention programme, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>School to purchase 15 Chromebooks. They are to be used to further support children attending an intervention programme as well as to support other classroom teaching.</i>		DOC	Feb 21

To further develop online teaching and digital literacy across the school. Children have access to additional devices for classroom learning.	<p style="text-align: right;">£3000</p> <p><i>Purchase 1 trolleys to store Chromebooks.</i></p> <p><i>Chromebooks.</i></p> <p style="text-align: right;">£1000</p>		DOC	Feb 21
Total budgeted cost				£ 4,000
				Cost paid through Covid Catch-Up
				£14,080
				Cost paid through charitable donations (Friends)
				£330
				Cost paid through charitable donation
				£4,320
				Total cost of project
				£18,730