



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

Summary Information					
School	St Cuthbert's Catholic Primary School				
Academic Year	2020-2021	Total Catch Up Premium	£14,720	Number of Pupils	184
Date of Catch up review	October 2020		Date for reviews of strategy	February 2021 May 2021	

### Government Guidance

The Government first published information about this premium in July 2020. They stated:

“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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.”

### The Catch Up Premium for Years Reception to 6

Our school received a COVID support grant provisional allocation figure of **£14720**. The funding is allocated for this academic year from Sept 2020 to Aug to 2021 to ensure that schools have the support they need to help all students make up for lost teaching time.

The first payment of **£3680** for Autumn has been received.

Our allocation has been calculated on a per pupil basis, a total of £80 for each pupil in years R through to 6.



**Use of these extra funds**

Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the academic year.

Schools have the flexibility to spend their funding in the best way for their students and setting.

The Education Endowment Foundation (EEF) published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. In July 2020 they recommended:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer school catch up
- extra teaching capacity from September

**Accountability and monitoring**

School has to account for how the funding is being used to achieve the Government goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given the role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees will 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.

Also, Ofsted are conducting their programme of non-graded 'visits' to schools this term. During these visits (some of which are taking place online now) inspectors will discuss how the school has brought students back into full-time education and will include an explanation of our plans to spend the catch-up funding.

When routine Ofsted inspections resume in January 2021, they will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all students.



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

The DfE has also set out the following Curriculum Expectations, to ensure that all students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.

### **Education is not optional**

All students receive a high-quality education at St. Cuthbert's that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

### **Our curriculum remains broad and ambitious**

All students continue to be taught a wide range of subjects. Our aim is to:

- Reduce the attainment gap between your disadvantaged students and their peers
- Raise the attainment of all students to close the gap created by COVID-19 school closures



**Barriers to Learning:**

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)	How identified
1. Gaps in communication and language (speaking) on entry to Reception	Baseline assessment 2020
2. Poor fine motor skills on entry to Reception	Baseline assessment 2020
3. Gaps in reading knowledge (phase 1 phonics) on entry to Reception	Baseline assessment 2020
4. Gaps in writing – ability to ascribe meaning to marks Reception	Baseline assessment 2020
5. Gaps in number recognition and counting on entry to Reception	Baseline assessment 2020
6. Maintaining stamina to engage in formal learning tasks (Reception)	Teacher assessment
7. Gaps in reading knowledge in particular phonic awareness in Y1- 3	Baseline assessment in Autumn 1
8. Gaps in reading knowledge in particular comprehension skills for KS2	Baseline assessment in Autumn 1
9. Gaps in Mathematics understanding that developed due to school closure for Y1-6	Assessment Autumn 2
10. Maintain a high percentage of attendance for all pupils	Weekly attendance analysis
11. Ensure all pupils can access remote learning while at home	Baseline assessment and parent survey



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

12. Wellbeing: Concerns around anxiety and safeguarding issues following lockdown period					Parental feedback (telephone calls)
13. School day arrangements create a number of logistical difficulties which could hamper high quality teaching and learning					Teacher and formal assessment
Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
Use of the NELI programme to support targeted pupils to close the gap in communication issues (listening, and attention and speaking).	<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Staff will have been signed up for the NELI training and will commence training in Spring 1.</li> <li>NELI assessments will have been completed.</li> <li>NELI program will be delivered (3 x 30 minutes sessions and 2 x 15 minutes sessions per child)</li> </ul>	Autumn 2 2020  End of January 2021  July 2021	10 hours of training per member of staff Supply cost for £380  Purchase of iPad to assess children £454  £988
<b>Impact</b>	Children will have improved communication skills and achieve the ELGs for communication and language (85-90%).				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
Develop fine motor skills in order for children to achieve the ELG of moving and handling.	<b>2</b>	<b>1 and 2</b>	<ul style="list-style-type: none"> <li>Place two targeted fine motor skills activities into continuous provision.</li> </ul>	Termly	



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

			<ul style="list-style-type: none"> <li>• Extended use of the outdoor environment (develops gross motor skills which impacts on fine motor skills).</li> <li>• One hour of PE per week to support the development of gross motor skills which will impact on fine motor.</li> <li>• Implement squiggle while you wriggle and dough disco.</li> </ul>	<p>Termly</p> <p>Spring and Summer terms</p> <p>Spring and Summer terms</p>	
<b>Impact</b>	<b>70% + will achieve the moving and handling ELG.</b>				

<b>Action</b>	<b>Issue addressed</b>	<b>Tier</b>	<b>Intended outcome</b>	<b>Time scale</b>	<b>Planned Cost</b>
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## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

<p>Targeted Phonic support to address the gaps from baseline to ensure that the majority of children achieve the Early Learning Goals in Reading and Writing.</p>	<p><b>3 and 4</b></p>	<p><b>1, 2 and 3.</b></p>	<ul style="list-style-type: none"> <li>Phase 1 Phonics to be taught in Autumn 1 to ensure that children have secure phonic knowledge before moving onto Phase 2.</li> <li>From Autumn 2 there will be two small group activities for writing in addition to daily phonics sessions.</li> <li>1 small group reading session a week as well as children reading with an adult 2 x weekly.</li> <li>Reading books to be supplemented by blending cards.</li> <li>Use of the Oxford Reading Tree Reading Buddy Scheme.</li> <li>Small Group intervention for children from Spring 1.</li> <li>Phonic Workshops to be uploaded to Tapestry in Spring 1.</li> <li>Learning Logs and Learning Journals will show an improvement in Reading and Writing.</li> <li>Phonemes to be uploaded to Tapestry at the end of every week.</li> </ul>	<p>Autumn 1 2020.</p> <p>Autumn 2 2020.</p> <p>Autumn 2 2020.</p> <p>Autumn 2 2020.</p> <p>Spring 2 2021</p> <p>Spring Term 2021 Spring 1 2021.</p> <p>Termly Weekly</p>	<p>Oxford Reading Buddy programme £750 (shared with other Key stages).</p> <p>Phonic Intervention 2 x 20 min Sessions Weekly £320.84</p>
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## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

			<ul style="list-style-type: none"><li>• Children will be accessing Phase 3 phonics.</li><li>• Tricky Words to be uploaded to Tapestry.</li></ul>	Spring 1 2021  Weekly.	
<b>Impact</b>	<p>At the end of Autumn Term, the majority of children will be able to recognise most Phase 2 sounds. By the end of the Autumn Term a group of children will be blending and segmenting CVC words from Phase 2. By the end of the Autumn Term a group of children will be writing Simple Sentences. By the end of the Autumn Term a group of children will be reading Phase 2 tricky words.</p> <p>By the end of the Spring Term at least half of Reception Class will be recording a small sentence using a digraph. By the end of the Spring term a small group will be writing a longer sentence. By the end of the Spring term a group of children will be reading a simple sentence.</p> <p>Reading Early Learning Goal to be at least 75% Writing Early Learning Goal to be at least 75% GLD to be at least 80% A group of Pupils to achieve the Exceeding ELG in reading and writing.</p>				



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
Develop mathematical knowledge from baseline so that children achieve the ELG for Number.	5	1, 2 and 3.	<ul style="list-style-type: none"> <li>2 Small Group Activities in Mathematics every week.</li> <li>Daily Whole Class Mathematics.</li> <li>Learning Logs and Learning Journals will show an improvement in Mathematics.</li> <li>Small Group intervention from Spring 1.</li> <li>Use of the NCETM materials linked to Number blocks</li> <li>Ensure that a mathematics activity is placed within Continuous Provision.</li> <li>Parent Number workshop. In Spring 1.</li> <li>Mathematics Activities to be uploaded to Tapestry.</li> </ul>	<p>From Autumn 2 2020.</p> <p>From Autumn 2 2020.</p> <p>Termly</p> <p>Spring 1 2021</p> <p>From Autumn 2 2020.</p> <p>From Autumn 2 2020.</p> <p>Spring 1 2021.</p>	<p>Mathematics Resources for classroom £100 (to be purchased from Learning Resources).</p> <p>Intervention Delivery 2 x 20 mins at £320.84.</p>



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

				Spring 1 2021.	
<b>Impact</b>	<p>By the end of the Autumn Term, most children will be able to recognise numbers to 10 and count out sets to match this.</p> <p>By the end of the Spring Term more than half the children will be able to recognise all numbers to 20.</p> <p>GLD will be at least 80%. Number ELG to be at least 80%</p>				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
To use a range of methods to ensure that children have increased stamina to complete activities.	6	1,2 and 3.	<ul style="list-style-type: none"> <li>Ensure that children have more opportunities for formal Learning.</li> <li>Circle Time activities to be extended from Autumn 2.</li> <li>Children to be engaging with more formal learning opportunities.</li> <li>Children will be well transitioned and prepared for the Year 1 curriculum.</li> </ul>	<p>Autumn 2 2020</p> <p>Autumn 2 2020</p> <p>Autumn 2 2020</p> <p>Summer Term 2021 Autumn Term 2021.</p>	
<b>Impact</b>	<p>GLD will be at least 80%. Children will be well prepared for the Year 1 curriculum.</p>				



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
<p>Deliver daily, quality first teaching of Phonics to Y1-3 ensuring that teachers start from the exit point of pupils from previous academic year.</p> <p>Identify pupils in Y2 with a phonic score of 31 and below from the phonic tracker.</p> <p>Deliver phonics intervention program to Y2 pupils in small groups.</p> <p>Identified pupils in Y1 who have significant gaps in recognising and blending Phase 2 and 3 phonemes. Deliver intervention to two groups for 15 minutes daily.</p> <p>Phonic Tracker Assessment to take place for each year group at end of Autumn term to track progress.</p>	7	1, 2	<ul style="list-style-type: none"> <li>Children will be able to identify all 40+ phonemes and use them to blend for reading.</li> <li>Close the gaps in phonic knowledge in order to support pupils to identify, blend and segment for reading and spelling.</li> <li>Close the gaps in phonic knowledge in order to support pupils to identify, blend and segment for reading and spelling.</li> <li>Secure knowledge of gaps in phonological knowledge of pupils.</li> <li>Close the gaps in phonic knowledge in order to</li> </ul>	<p>Autumn and Spring terms</p> <p>Autumn Term</p> <p>Autumn and Spring Term</p> <p>Autumn/Spring Term</p> <p>Autumn/Spring Term</p>	TA additional hours £551.25



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

<p>Pupils in Y1-3 with identified gaps from end of autumn term will complete an intervention in Spring term.</p> <p>CPD for staff who are new to delivering phonics. Additional TA to support interventions for Y2 (spring) Purchase online reading resources to ensure that children can read online.</p>			<p>support pupils to identify, blend and segment for reading and spelling.</p>	<p>Spring Term</p>	<p>£195  £460  See Reception reading</p>
<p><b>Impact</b></p>	<p>Pupils make rapid progress in early reading linked to phonics. Pupils in Year 2 will achieve about the national average pass for Phonics Screening (82% or above) by end of Autumn term 2020-21. Pupils in Year 1 will achieve about the national average pass for Phonics Screening (awaiting figure) by end of Summer Term 2020-2021. Ongoing assessment of pupils in Year 3 will show a rapid improvement in Phonics understanding. By the end of Year 2, pupils will be fluent readers.</p>				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
<p>Identify gaps in comprehension skills from baseline assessments.</p> <p>KS2 teaching staff to deliver quality first teaching of reading skills with a focus on the gaps for their year group.</p>	<p>8</p>	<p>1, 2 and 3</p>	<ul style="list-style-type: none"> <li>Gaps within comprehension skills will be narrowed.</li> </ul>	<p>Autumn 1 2020  Autumn/Spring/ Summer 2020-21</p>	<p>£3000</p>



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

<p>Introduce National Tutoring Programme to deliver one to three tutoring sessions for identified pupils addressing gaps in comprehension skills.</p> <p>Teachers to deliver virtual parent sessions on the importance of developing reading skills.</p> <p>Additional TA support for interventions across the Key Stage.</p>			<ul style="list-style-type: none"> <li>Parents will have a greater understanding of reading skills needed for their child's year group in order to support home reading.</li> </ul>	<p>Spring/Summer Term 2021</p> <p>Spring Term 2021</p> <p>Autumn/Spring</p>	<p>£139</p> <p>£1615</p>
<p><b>Impact</b></p>	<p>Pupils in KS2 make rapid progress in reading as a result of tutoring.</p> <p>End of KS2 data will ensure that pupils achieve above the national average in reading and progress measure from KS1 will be above average.</p> <p>End of Year 5, 4 and 3 data for reading will show that pupils are on track to achieve age related expectations or above for their year group.</p>				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
<p>Identify gaps in Mathematical knowledge and understanding that developed due to school closure in years 1 to 6 using baseline assessment.</p> <p>Deliver a keep up curriculum in the Autumn term with teachers focusing of learning missed in the previous academic year in order to address the gaps.</p>	<p>9</p>	<p>1 and 2.</p>	<ul style="list-style-type: none"> <li>Gap in pupils learning will be closed</li> <li>Children will be fluent in the use of mathematical concepts in order to solve problems and explain their reasoning</li> </ul>	<p>Autumn 1 2020</p> <p>Autumn 2 2020</p>	



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

<p>Track progress in mathematical knowledge using teacher assessment and NFER assessment tests.</p> <p>Deliver quality first teaching ensuring that gaps from Autumn term are addressed.</p> <p>Deliver interventions that focus on specific gaps in learning. Introduce National Tutoring Programme to deliver one to three tutoring sessions for identified pupils addressing gaps in mathematical skills. Additional TA support for interventions.</p>				<p>Autumn 2 2020</p> <p>Autumn/Spr/Summer 2020-21</p> <p>Spring Term 2021.</p> <p>Spring Term 2021.</p> <p>Autumn/Spring Term</p>	<p>£3000</p> <p>£559</p>
<p><b>Impact</b></p>	<p>Pupils make rapid progress in Mathematics due to tutoring and targeting intervention. End of Key stage data will show that gaps have been addressed, pupils will achieve above national and Newcastle average. Progress scores in Mathematics to be well above average.</p>				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
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## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

<p>Maintain a high percentage of attendance for all pupils.</p> <p>Identify percentage of attendance for each year group per week.</p> <p>Identify percentage of attendance for pupil groups.</p> <p>Ensure that pupils and parents are informed about the impact of non-attendance on outcomes.</p> <p>Ensure clear lines of communication with parents, detailing structure of communication to and from school while a child is absent.</p>	<b>10</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Pupils attendance to be 97% or above in order to ensure the best outcomes for the pupils in all curriculum subjects.</li> </ul>	<p>Autumn 2 2020</p> <p>Autumn 2 2020</p> <p>Autumn 2 2020</p> <p>Summer Term 2021</p> <p>Termly 2021.</p>	<p>Cost of admin support for analysis of data. £566 for 2020-21</p>
<p style="text-align: center;"><b>Impact</b></p>	<p>Persistent absence to be below national average.</p> <p>End of Key Stage Results to be above national average.</p> <p>Pupils experience a broad and balanced curriculum.</p>				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
<p>Pupils will receive a remote learning offer equal to pupils who are in lessons in school.</p> <p>All pupils in isolation to have access to the same teaching materials and learning as pupils in the classroom.</p> <p>Laptops made available to families who are unable to access technology at home.</p>	<b>11</b>	<b>1, 2 and 3.</b>	<ul style="list-style-type: none"> <li>Reduce the gaps in pupils knowledge due to absence from school</li> <li>Pupils will feel supported to access the curriculum and teacher feedback from home which will aid their mental wellbeing</li> </ul>	<p>Autumn 2 2020</p> <p>Autumn 2 2020</p> <p>All Terms 2021</p>	



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

<p>Ensure that all pupils have access to an exercise book and pencil.</p> <p>All pupils in Years 1-6 will be issued with a Microsoft Office email address and login.</p> <p>Pupils in Reception class will access remote learning via Tapestry.</p>				<p>All Terms 2021.</p> <p>Spring Term 2021</p> <p>All terms 2021</p>	<p>£447.07 books, pencils</p>
<p><b>Impact</b></p>	<p>Pupils will receive a broad and balanced curriculum while at home.</p> <p>Pupils will have access to learning which supports their ability to keep up with peers in the classroom.</p>				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
<p>Recovery curriculum for English and Mathematics to be taught in the Autumn term Subject leads to review at the end of the Autumn term.</p> <p>Increase curriculum time for PSHE in the Autumn term to support pupil wellbeing.</p> <p>Provide additional time for the Relationship Education and Relationship and Health Education in the Spring term.</p>	<p><b>12</b></p>	<p><b>1 and 3</b></p>	<ul style="list-style-type: none"> <li>Gaps in learning in English and mathematics will narrow.</li> <li>Pupils will feel supported to discuss their feelings around the pandemic and built skills to support their wellbeing</li> <li>Pupils will be able to catch up on curriculum missed</li> </ul>	<p>Autumn 1 and 2 2020</p> <p>Autumn 1 and 2 2020</p> <p>Autumn 2 onwards 2020</p>	<p>£154</p>



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

<p>A poverty proofing external agency will undertake a review of school provision to provide recommendations on providing equality of provision for all.</p> <p>Provide Virtual Pantomime (Sleeping Beauty) to all year groups.</p> <p>Pupils access online Opera to support a love of music.</p> <p>Ensure pupils have access to TT Rockstars to support basic learning of times tables</p>			<ul style="list-style-type: none"> <li>School will ensure that pupils are provide with an equal provision</li> <li>Pupils provided with the opportunity to enrich the curriculum.</li> </ul>	<p>Spring Term 2021</p> <p>Autumn 2 2020</p> <p>Autumn 2 2020</p> <p>Termly</p>	<p>£600</p> <p>£120</p>
<p><b>Impact</b></p>	<p>Pupils will can keep up with their peers ensuring they make age related expectations by the end of the academic year.</p> <p>Pupils are supported to have the correct equipment to aid learning.</p> <p>Pupils are supported to have the correct behaviour for learning in order to achieve age related expectations.</p>				

Action	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
<p>School day arrangements create a number of logistical difficulties which could hamper high quality teaching and learning</p>	<p>13</p>	<p>3</p>	<ul style="list-style-type: none"> <li>All pupils to receive their full entitlement to the curriculum</li> <li>Timetables ensure that key learning in phonics, reading, writing and mathematics takes place after the time all classes arrive and before all classes go home.</li> </ul>	<p>Autumn 2 2020</p> <p>Autumn 1 2020</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>



## St Cuthbert's Catholic Primary School

## COVID-19 Catch UP Premium

			<ul style="list-style-type: none"><li>Parents are supported with pick up and drop offs by allowing younger siblings in Years 1-5 to come into school and leave with older siblings.</li></ul>	Autumn 1 2020	
<b>Impact</b>	Pupils have set routines in place for drop off and pick-ups which maintains the entitlement to learning for each key stage. Pupils are support by their older siblings to feel safe and happy to attend school.				