



# St Nicholas Catholic Primary School

## Catch Up Funding

The Government announced a one off funding allocation to schools, to ensure that they have the support they need to help all pupils make up for lost teaching time as a result of the COVID-19 National Lockdown from March to July 2020.

We anticipate our school will receive approximately £11,000 during 2020-21.

### 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.

To support schools to make the best use of this funding, the Education Endowment Foundation published a support guide for schools to use to provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

The Department for Education (DfE) have advised schools use this document to help them direct their additional funding in the most effective way.

Examples of this include:

- **Supporting great teaching** – ensuring every teacher is supported and prepared for the new year. Providing opportunities for professional development eg: curriculum planning, effective use of technology etc.
- **Pupil assessment and feedback** – providing pupils with high quality feedback built on accurate assessment, in particular making effective use of regular formative assessment (eg: quizzes, observing pupils in class) while avoiding the introduction of unnecessary tracking systems.
- **Small group or one-to-one tuition** (particularly through the National Tutoring Programme). Where tuition is delivered by teachers or teaching assistants, providing training linked to specific content and approaches is beneficial.
- **Extended school time** – schools may consider extending the length of the school day to provide additional academic or pastoral support to particular pupils after school.
- **Intervention programmes** – particular focus may be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need. This may also include other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.
- **Access to technology & remote learning** – barrier for many disadvantaged children. Schools may find it helpful to invest in additional technology (providing pupils with

devices or improving the facilities available in school). Also developing remote education so that it is integrated into school curriculum planning.

## **How We Are Going to Spend the Catch Up Premium Funding at St Nicholas**

Upon returning in September, we quickly began to identify key areas of the children's education that had been impacted by the lockdown period.

It soon became apparent that in our school reading and phonics were emerging as our highest priorities to address. This also reflected the wider Local Authority picture and also is given specific mention in DfE guidance.

By prioritising reading and phonics this would consequently have a significant positive impact on all our children's wider curriculum learning also.

### **Read, Write Inc Phonics and Reading Programme (Cost to school - approximately £4700)**

In July, the Local Authority held a Zoom meeting with senior school leaders, to discuss a city wide approach to boost reading standards, once schools reopened. An opportunity for 25 schools to be part of their Reading Initiative with the Read, Write Inc programme. We were extremely fortunate to be one of the chosen 25 schools and have entered into the programme which will benefit all our children.

The programme includes:

- Support from Ruth Miskin Training Consultancy (Read, Write Inc)
- Staff Training – whole staff training INSET (with facilitator from the above company) and the online training resources for staff
- Monthly progress meetings with a consultant (to assess children and staff progression and action planning)
- Diagnostic testing for the children in EYFS and KS1 (half termly to track progress and adjust groupings)
- Children in EYFS and KS1 are in dedicated groupings in accordance their phonic ability and have daily one hour sessions.
- Children within the lowest percentile (or in early KS2 – Year 3 specifically the children who did not pass their phonics screening check in year 2) are having additional one to one sessions with members of the staff.
- School has purchased resources to support the programme fully (both physical and online resources)
- Fresh Start programme (through Read, Write Inc) is used to target children in KS2 with additional reading catch up.

## **National Tutoring Programme and National Academic Mentor Programme (Cost to school - approximately £7000)**

As part of the recovery programme initiated by the DfE and the Government, we are taking full advantage of the National Tutoring Programme and will be taking advantage of the delayed, National Academic Mentor Programme. The DfE and Government are funding 75% of the cost of this programme. We will be using our Catch Up Funding to fund the additional 25% of costs.

In the Summer term 2021, we will have two Tutors join our staff team, to deliver Maths and English tutoring across Years 4, 5 and 6. These year groups have been identified to give children intensive catch up provision. This gives the children in Year 6 and Year 5, the chance to gain lost learning and catch up before they leave or before moving into Year 6. In terms of Year 6, they will not benefit from Step 2 as much as other cohorts will over the next two academic years. The children identified as need this intensive intervention are allocated a total of 15 hours of tutoring, which can be spread over both Maths and English tuition. This will be funded over the course of the summer term and will run for nine weeks in total (1 hour per day for 15 days – 3 school weeks). This gives the opportunity to target most of the Year 4, 5 and 6 children.

In September 2021, the Academic Mentoring Programme will begin again. This was paused due to the second Lockdown. This will enable the school to employ a full time member of staff for the full academic year, to run specific interventions for targeted children for the full year. This is subsidised by the DfE and Government recovery programme. The school will use the remaining Catch Up Funding for this initiative.

## **Measuring the Impact of Our Actions**

In the Autumn term 2020, we carried out a set of baseline and informal assessments on the children to assess the impact that the 1<sup>st</sup> National Lockdown had on our pupils. We will use this data, along with teacher assessments and additional diagnostic test data from the Summer term, to assess the effects of the 2<sup>nd</sup> National Lockdown also.

In 2020 - 2021, to measure the impact of our all of the above actions, we will hold:

- Monthly progress meetings for the RWI programme, to assess and regroup the children if necessary and adjust the action plan (if necessary) – all completed with an external consultant – Ann-Marie Rutter.
- Half termly phonic and reading assessments – For RWI.
- Termly monitoring of the class guided reading files (KS2)
- Internal and External moderations of pupils work and progress (externally possibly in the 21-22 academic year)
- Subject Coordinator meetings with the SLT or Curriculum Coordinator – to monitor the development of subject objective mapping for the next academic year / s.
- Summer term assessment weeks – all year groups (Summer term 21)
- Academic data (formal or teacher assessed) for all subjects throughout the 21-22 academic year.
- Pupil progress meetings – for Maths and English during the summer term 21 and then termly in 21-22 academic year – possibly incorporating all areas of the curriculum in the 21-22 academic year.

- Discussions and assessment data from Tutors and the Tutoring programme in July 2021.

We will also scrutinise:

- SAT's data for Year 2 and Year 6 – Maths and English in the 21-22 academic year.
- Phonic Assessment data – Phonics screening check for Years 1 and 2 in the 21-22 academic year.