



Holy Rood Catholic Primary School Covid-19 Catch Up Spending Report

SUMMARY INFORMATION

Total number of pupils:	413	Total Catch up Budget	£33,040.00
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STRATEGY STATEMENT

Covid-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our young children. We also need to be mindful that many pupils have not been in school since March and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children received home schooling and the school provided lessons and resources via the school website, and paper packs were also provided where needed. The school also used and promoted all of the online learning platforms we are members of, including Timestables Rockstars, NumBots, MyMaths, SPaG.com, Cracking Comprehension & PhonicsPlay (free during lockdown) and ensured the children had daily communication from their teachers. All families were provided with an email address on which to contact their class teachers and any work/questions were submitted through this emailing system and responded to in a timely manner. However, it is important to remember that due to varying home circumstances, children will not have received the same quality of education as consistently and as thoroughly as they would have if they had been in school being taught during this time. It is for this reason that it is of utmost importance that we spend our catch-up funding carefully and effectively, helping our children to close some of the inevitable gaps in their learning.

Context:

Holy Rood community:

Bereavement and anxieties about catching the virus, especially from our BAME community, (which is 91% of our school population) is an on-going worry and supporting families in September with this remains a focus. From March to June 1st, school was open to key worker and vulnerable children only and for this period 4% of the school population attended. When, Reception, Year 1 and Year 6 pupils were invited back from 1st June, we had the following attendance—
Reception = 28% Year 1 = 22% Year 6 = 55%



STRATEGY STATEMENT

Catch up program post COVID 19

Following the lockdown on March 28th due to COVID-19, the children of Holy Rood Catholic Primary School had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. This inevitably meant that many children have gaps in their knowledge from the previous year group when they returned in September.

At Holy Rood, we have constructed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, tailored interventions with a non-class based teacher and staff tutors where high quality training has been given, as well as specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do.

What is the 'catch-up' premium funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.

How will spending decisions about interventions be made?

Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) which has a Teaching and Learning Toolkit, ranking strategies by the "extra months" of pupil progress they secure. These documents have been used to ensure the additional funding is directed in the most effective way (see Appendix 1). Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based, proven to have a positive impact on closing gaps.

Holy Rood takes a 'tiered approach' to closing gaps and raising attainment (see Appendix 2). This states how our tiered approach is used effectively to support children, not only through Quality First Teaching, but also through small group interventions across key stages to help close the gap.



During October 2020, Governors in school scrutinised the ‘catch-up’ premium strategy to ensure all strategies chosen will have a positive impact on children’s attainment. The catch-up programme will link closely to the school improvement plans and Pupil Premium Strategy. Leaders must be able to account for how money is being used to achieve the goal of ‘catch-up’ Lesson plans will evaluate learning and identify gaps; assessment will be used regularly to assess progress against targets.

Who will benefit from the funding?

During Term 1, all children across the school have undertaken high-quality assessments in reading, writing, phonics / spelling and maths. Through careful analysis of this assessment data, teachers have identified groups of children that will benefit from ‘catch-up’ support or other interventions to enable them to close gaps in understanding and attainment.

Tier 1) Quality First Teaching:

The DfE Code of Practice (2015) states *“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.”*

The curriculum at Holy Rood will be adapted to focus on the key skills and knowledge that children need in order to access the curriculum. Feedback will be gained from individual reading assessments, ‘Ready to Progress’ maths assessments, NGRT reading and spelling age tests and ongoing writing assessment in Term 1 so that teachers can effectively adapt their planning and pinpoint future interventions. Extra time in the weekly timetable will be dedicated to reading and maths, with specific teaching time being used to either re-cap over previous learning or provide immediate intervention as a result of assessment for learning in a lesson, helping to embed new learning. All teaching will take into account the children’s ability on return from the summer term 2020 and planning will be tailored to their needs. The teaching will be monitored by the SLT alongside the school improvement partner each half term to ensure high quality of teaching across the school.

Action:	Expenditure:	Intended Outcome:	Impact/review:
All staff will receive further training on the CanDo mastery maths approach. They are	Can Do maths	Teachers will understand which key learning points were missed due to lockdown and how	

<p>using these resources as a support for their planning and teaching of the subject. The CanDo roadmap ensures key learning points are covered throughout the year and areas missed during lockdown are covered either through the main teaching or through maths MOT sessions using the CALM approach.</p>	<p>subscription costs £397</p>	<p>this impacts on their teaching this year, being able to plan effectively by either:</p> <ul style="list-style-type: none"> • Changing the teaching of existing manageable steps • Adding new manageable steps to some units • Leaving it in the current content as it's already in MOT Maths Meetings • Modifying the use of MOT Maths Meetings time to teach prerequisites <p>This will enable the children to catch up on lost learning, whilst continuing with the current learning for their year group, resulting with them being broadly in line with the KPIs for maths at the end of the year.</p> <p>Books will reflect the CALM approach to teaching maths post-covid.</p> <p>Children will be able to articulate how MOT sessions are used to help support their learning.</p>	
<p>Guided reading training to be carried out with all of the staff to ensure high quality sessions are taking place on a daily basis – reading has also been allocated more curriculum time within a school</p>	<p>Cost of guided reading books £500</p>	<p>Children will have an improved vocabulary, with there being evidence of increased use of tier 2 and tier 3 words being used in their speech and writing.</p> <p>Children will be exposed to a wide range of text types and books through class reader sessions,</p>	

<p>day. The new approach has clear vocabulary focus across all key stages and contains cross curricular book in KS2. Daily class reader sessions (using carefully selected books) have also been introduced to expose the children to high quality literature to not only enhance their love of reading but to develop their comprehension skills of age appropriate texts.</p>		<p>and be able to articulate which they have enjoyed and why.</p> <p>Children's comprehension skills will improve, with progress evident between term 2, 4 and 6.</p>	
<p>Reading is an area on our School Development Plan. This is to ensure we are meeting the Ofsted 7 areas of learning. Fully decodable books have been purchased for children at the early stages of their phonics phases. Further books have needed to be purchased post lockdown to support further children who need to start at this level whilst narrowing the gap in their knowledge.</p>	<p>Hero Academy books £313.60</p>	<p>All children will be reading books which map the phonic sounds they are learning/needing to practise.</p>	
<p>An external consultant to lead training with the staff on the following areas:</p>	<p>Sarah Jerman training costs</p>	<p>Staff will have an increased confidence with teaching phonics and the strategies needed to</p>	

<p>Phonics from EYFS into KS2 and how to use the post-Covid Phonics roadmaps to cover any phonics phases missed during lockdown.</p> <p>Tiered vocabulary – to identify what vocabulary looks like at each tier and how we can model this to the children so that they can incorporate this into their spoken language as well as their writing.</p> <p>To implement spoken language assessment to show demonstrate that the children have made progress.</p> <p>Fluency in reading – to look at ways of assessing children’s fluency in reading and how this can be improved.</p>	<p>£475 - phonics and reading (Full TD Day)</p> <p>£275 – Vocabulary and reading (Half day)</p>	<p>provide effective interventions for those who need it in KS2.</p> <p>All classes will be following their phonics/spelling roadmaps across the school.</p> <p>100% of teachers will be modelling using tier 2 vocabulary during lesson observations and learning walks.</p> <p>There will be a spoken language assessment in place to show the impact of the vocabulary work in lessons.</p> <p>This will either be measured through reading and spelling age data or book colour band levels depending on why the children have been placed on the intervention and their starting points.</p>	
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Tier 2) Targeted Academic Support

There will be a Teaching Assistant in each class bubble to help enable teachers to support the children at most risk of falling behind or further behind. Effective assessment for learning will identify learners who have misunderstandings in lessons and

having 'helicopter' TAs will enable the class teacher to teach guided groups in lessons. Class journals and constant dialogue between the teacher and TA will also enable further follow up support in extra sessions.

Some children will also be identified for targeted support in addition to the lessons. TAs will support these children by delivering high-quality interventions purchased, which are planned and linked to key learning objectives. Any child participating in any intervention group will have entry and exit data to measure the impact of the sessions and will have a detailed provision map in place. These interventions will be monitored half termly by the SENDCo and SLT.

Some children will be offered after school tutoring with reading as the focus. This will enable the children to be given additional support to enable them to make rapid progress within the book bands whilst also improving their comprehension skills.

The EEF Teaching and Learning Toolkit states that reading comprehension strategies are *'high impact, for very low cost, based on extensive research.'* *Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.*

When looking at 'Small group Tuition' (moderate impact for moderate cost) as a strategy, the EEF also states that: *... in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.*

Action:	Expenditure:	Intended Outcome:	Impact/review:
To change the contracted hours of a part-time teacher from 2 full days to 4 mornings to enable regular intervention support for reading. She will then work alongside a phonics specialist (from the Sound Check programme) to deliver quality intervention for children struggling with	£10,000 (of £19,754 annual salary which has also been split between the pupil premium strategy)	There will be an effective intervention in place, supporting children with phonics and early reading skills. 100% of children receiving the intervention will make rapid progress, narrowing the gap between them and their peers by the end of the year.	

phonics/early reading strategies.			
To purchase additional Number Stacks resource packs to cater for more learners across both key stages.	£700	There will be a timetable in place, detailing which children are receiving Number Stacks support and when/with whom. There will be an improvement when comparing their entry and exit data for 100% of children.	
Project X Code books to be purchased as a reading intervention to be used in school as well as sending these home for further practice.	£1930	<p>There will be a timetable in place, detailing which children are receiving Project Code X support and when/with whom.</p> <p>Children will be taking books linked to the intervention home as their reading books.</p> <p>There will be an improvement when comparing their entry and exit data for 100% of children.</p> <p>There will be an improvement in the children's reading age with the gap having narrowed by the end of the academic year to ensure children's reading ages are closer to their expected chronological age.</p>	
To identify staff from each key stage who will effectively support the children with their reading during after school tutoring sessions. Training for these tutoring sessions will be provided.	<p>£3776 (2 HLTAs, one hour 5x a week, Jan – July)</p> <p>£1606 (TA, one hour, 5x a week, Jan – July)</p>	<p>There will be an improvement when comparing their entry and exit data for 100% of children.</p> <p>Children's individual reading needs will be identified and the intervention groups will be tailored to support with these (including a focus on fluency and comprehension skills) to ensure the children have made progress on their reading band levels by the end of the year.</p>	



Purchase of class journals for same day interventions to be recorded in and tracked.		All classes will have an effective communication system for teachers and TAs to document who needs same day intervention and with what.	
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Tier 3) Wider Strategies

Having spent such a long time having to learn remotely and with Covid still posing a real threat to our community and the education of our children, we will need to make sure that all of our families have access to online learning in the event of either a class bubble or whole school closure. It is extremely important to us that all of our children have equal access to the education and ensuring all of our families can access the remote lessons when needed will be a big priority.

The mental health and wellbeing of our children and families is also vitally important; our Pastoral Lead will be crucial in ensuring we are providing the best support possible, especially for those suffering a bereavement, as children return to school after months of national lockdown.

The EEF recognises Social and Emotional Learning as a strategy that has *moderate impact for moderate cost, based on extensive research. Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.*

Action:	Expenditure:	Intended Outcome:	Impact/review:
To purchase laptops to support with home learning during closure of bubbles so that children can access online teaching and learning resources.	£499 x 10 = £4990 Headsets £227 (x19) Webcams £227 (x10)	All children will be able to access their online lessons with the class teacher; school laptops will be loaned where necessary, in line with the home/school agreement.	

	<p>Visualisers £357 (x3)</p> <p>National Online Safety £995</p>		
<p>The Pastoral Lead to work an additional day a week to support the children with their emotional needs, including running a bereavement group.</p>	<p>£6848 (additional day for 1 year)</p> <p>Pastoral books and resources: £100</p>	<p>There will be a weekly bereavement group for children struggling with the loss of a family member.</p> <p>Children will have identified the Pastoral Lead as someone they can talk to about their anxieties and concerns.</p> <p>Children's anxieties will lessen, with SDQs showing a lower SDQ score at the end of the set sessions.</p>	
<p>Food parcels to be purchased for families during periods of self- isolation and bubble closures.</p>		<p>All vulnerable families will be offered a food parcel during periods of isolation and these will be delivered as needed.</p>	
<p>Wrap around care to be provided to support parents who have children in multiple bubbles with various staggered start and end times to the day.</p>		<p>The school will operate a successful, socially distanced before and after school care service, looking after siblings of children who have a vastly different start/finish time to each other. All families who have stated there is an issue with their allocated timings will be catered for, safely and in line with our risk assessment.</p>	
<p>Total Spend</p>	<p>£33,716.00</p>		

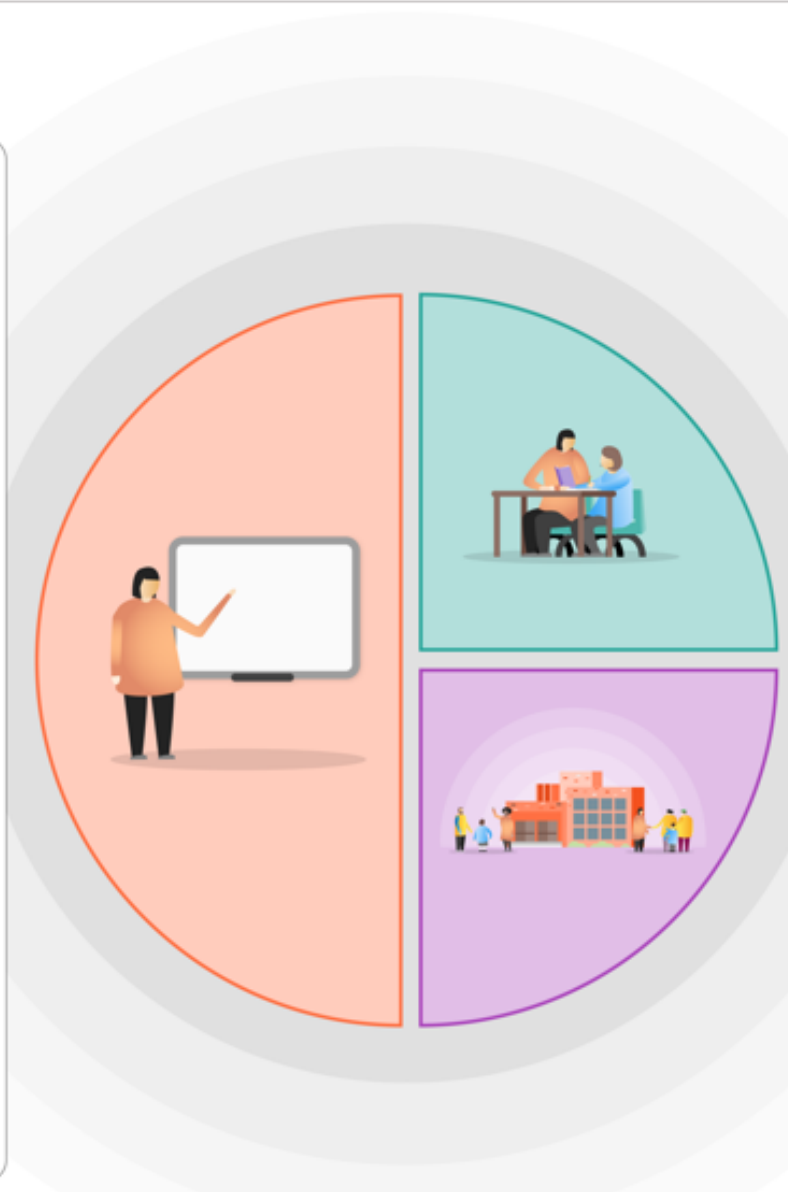
EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Holy Rood Catholic Primary School



1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on knowledge, skills and key vocabulary acquisition.
- Development of a Maths Mastery approach supported by external Mastery Specialists.
- Whole-class reading approach underpinned by key skills (D/ERIC) and opportunities to discuss new vocabulary found in high quality texts.
- Year group reading spines to inform class readers in each year group, which will be read to the children daily.
- Effective formative and summative assessment integral to teaching and learning approach ensures teachers understand where learning gaps may exist and support recovery.
- Effective remote learning to ensure consistency and continuity of learning in the event of a class bubble or whole school closure.



2 Targeted academic support

- Same day, in-class intervention (recorded in class journal, e.g. maths MOT sessions, phonics flash cards etc.)
- Third teachers in EYFS and Year 6 five days a week to support more focussed group teaching.
- Non-class based teacher to provide catch up support with reading.
- 'Big 5' Interventions developed across the school to provide targeted support, including Project Code X (reading) and Number Stacks (maths).

3 Wider strategies

- School-loan laptops available for families in need (identified via parent survey) to support home learning.
- School Pastoral Lead employed an extra day a week to provide families with emotional and well-being support.
- Food parcels provided to families in need during class bubble closures/school holidays.
- Wrap around care provided for families to enable a successful staggered start and end to the school day for all year groups.