



## Catch-Up Premium 2020-21

| Summary information                                                                                                                       |                                               |                        |         |                  |     |
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| School                                                                                                                                    | St Margaret Clitherow Catholic Primary School |                        |         |                  |     |
| Academic Year                                                                                                                             | 2020-21                                       | Total Catch-Up Premium | £15,760 | Number of pupils | 198 |
| Teaching & Whole School Strategies                                                                                                        |                                               |                        |         |                  |     |
| Teaching and whole school strategies                                                                                                      |                                               |                        |         |                  |     |
| <ul style="list-style-type: none"><li>➤ Supporting high quality teaching</li><li>➤ Pupil assessment and feedback</li></ul>                |                                               |                        |         |                  |     |
| Targeted approaches                                                                                                                       |                                               |                        |         |                  |     |
| <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li></ul>                    |                                               |                        |         |                  |     |
| Wider strategies                                                                                                                          |                                               |                        |         |                  |     |
| <ul style="list-style-type: none"><li>➤ Supporting parent and carers</li><li>➤ Access to technology</li><li>➤ Mental well-being</li></ul> |                                               |                        |         |                  |     |



## **Catch-Up Premium 2020-21**

| <b>Identified impact of lockdown</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Maths</b>                         | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however they are 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>                                                                                                                                                     |
| <b>Writing</b>                       | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS 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 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. Catch-up work will need to be done in order to revisit grammar, punctuation and spelling.</p> |
| <b>Reading</b>                       | <p>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. Comprehension skills need to be revisited.</p>                                                                                                                                                                                                                 |
| <b>Mental Health and Well-being</b>  | <p>In order for some children to catch-up with their learning, they will need interventions to support their mental health and well-being., which has suffered due to being isolated from friends.</p>                                                                                                                                                                                                                                                                                                                                                                                          |

## Catch-Up Premium 2020-21

### Planned expenditure

**i. Teaching and whole-school strategies**

| Desired outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Chosen approach and anticipated cost                                                                                                                                                                                                                                                                                              | Impact (once reviewed) | Staff lead                       | Cost                                         |
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| <p><u>Supporting great teaching:</u></p> <p>The core 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them (COVID-19), manipulatives are accessed regularly in Maths and this supports children's learning.</p> <p>Reinforcement of basic maths skills and to maintain this learning should children need to self-isolate</p> | <p><b><i>Additional manipulatives for all children have been purchased, for example, Dienes, base 10, counters.</i></b></p> <p><b><i>White Rose maths books to focus on catch-up for addition and subtraction purchase.</i></b></p> <p><b><i>Times Table Rockstars purchased to support the learning of times tables.</i></b></p> |                        | <p>AdG</p> <p>AdG</p> <p>AdG</p> | <p>£540.59</p> <p>£100.00</p> <p>£167.50</p> |
| <p><u>Teaching assessment and feedback</u></p> <p>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.</p>                                                                                                                                                                                                                                                                            | <p><b><i>Purchase and implement the Pira Reading and Puma Maths Assessments. Complete termly tests and record on Insight to track performance.</i></b></p>                                                                                                                                                                        |                        |                                  | <p>£1842.75</p>                              |



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|  |  |  |  | <b>Total budgeted cost</b> | <b>£2650.84</b> |
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| ii. Targeted approaches |                        |                        |            |      |
|-------------------------|------------------------|------------------------|------------|------|
| Desired outcome         | Chosen action/approach | Impact (once reviewed) | Staff lead | Cost |



## Catch-Up Premium 2020-21

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| <p><u>1-to-1 and small group interventions</u></p> <p><u>Reading</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. 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.</p> <p>Shine reading intervention – gaps in knowledge identified from autumn term and spring term assessments.</p> <p><u>Small group interventions</u></p> <p>An appropriate Catch-Up, supports those identified children in reinforcing their understanding of basic grammar skills and the accurate use in their written work.</p> <p>To provide opportunities to extend written work.</p> <p>Catch-up phonics</p> <p><u>Intervention programme</u></p> | <p><b>Arrow Reading</b><br/><b>2 additional members of staff to be trained</b><br/><b>2 x £450</b></p> <p><b>Reading Fluency</b><br/><b>Sept – July</b></p> <p><b>Shine reading intervention</b></p> <p><b>TA catch-up sessions for grammar and writing</b></p> <p><b>HTLA catch-up sessions for grammar and writing</b></p> <p><b>Catch-up phonics for Year 2</b><br/><b>Phonics for Year 1, Year 3, Year 4, Year 5</b></p> <p><b>Shine Maths Intervention Programme</b></p> |  | <p>BD -<br/>ARROW</p> <p>JN -<br/>Reading<br/>fluency</p> <p>AdG -<br/>Shine</p> <p>Class<br/>teachers</p> <p>JNW, CW</p> <p>AdG</p> | <p>£1091.52<br/>£900.00</p> <p>£7482.00</p> <p>£200.00</p> <p>£1935</p> <p>£743.75<br/>£1338.55</p> <p>£200</p> <p>£3311.00</p> |
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### **Catch-Up Premium 2020-21**

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| <p>An appropriate Catch-Up, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> | <p><i><b>HLTA Support catch-up sessions – Maths, writing with Year 5</b></i></p> <p><i><b>HTLA support catch-up sessions Year 2</b></i></p> |  | <p>GC ED</p> <p>JNW ED</p> | <p>£606.00</p> |
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### Catch-Up Premium 2020-21

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| <u>Additional</u><br><br>Support children's mental health and well-being to enable them to learn effectively | <i>ELSA sessions</i><br><i>Counselling with a trained counsellor</i> |  | NS<br><br>LC | £1636.56<br>£390 |
| <b>Total budgeted cost</b>                                                                                   |                                                                      |  |              | <b>£19834.38</b> |

| iii. Wider Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                   |                        |                                          |      |
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| Desired outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Chosen action/approach                                                                                                                                                                                                                                                                            | Impact (once reviewed) | Staff lead                               | Cost |
| <u>Supporting parents and carers</u><br><br>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.<br><br>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | <i>Laptops for children working from home</i><br><br><i>When necessary, home-learning paper packs are printed and ready to distribute for all children. Additional White Rose books and exercise books are to be purchased and set aside for children to take home when home-learning occurs.</i> |                        | Admin staff<br><br>Class teachers / LSAs | £250 |



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| <u>Access to technology</u>                     |                                                                                                                                                                                                                                         |  |  |               |
| Teaching Assistants                             | <i>Laptops for TAs in order to do interventions and support learning</i>                                                                                                                                                                |  |  | £2215.00      |
| Children                                        | <i>Children are being assessed for the Government grant for home learning.<br/>School is lending laptops to families who have limited access to technology.<br/>Investigating the donation of laptops for children working at home.</i> |  |  |               |
| Total budgeted cost                             |                                                                                                                                                                                                                                         |  |  | <b>£ 2465</b> |
| Cost paid through Covid Catch-Up                |                                                                                                                                                                                                                                         |  |  | <b>£15760</b> |
| Cost paid through school budget                 |                                                                                                                                                                                                                                         |  |  | £9190.22      |
| Total cost of additional Covid Catch-Up Support |                                                                                                                                                                                                                                         |  |  | £24950.22     |