

Summary Information					
School	Holy Family Cronton				
Academic Year	2020-2021	Total Catch –Catch Up Premium	16,560	Number of Pupils	207

Guidance	
<p>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 years reception through to 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.</p>	
Use of Funds	EEF RECOMMENDATIONS
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. T</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy maths and lockdown has not affected their attitudes however they are quite simply, '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>
Writing	<p>Children have not missed 'units' of learning in the same way as Maths, however they 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.</p>
Reading	<p>Children accessed reading during lockdown. This is something that was more accessible for families due to the online library we provided 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 and those children who are affected is now increasingly wide.</p>
Non-core subjects	<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>
Well-being	<p>Children have missed varying amounts of time in school due to parental choice when schools offered a wider opening in June 2020 or because their year groups had not been prioritised. SEND children and those with a diagnosis of Autism have been affected at a deeper level due to disruption to routines and their increased needs for regular support.</p> <p>Mental health effects of school closures during COVID-19 - The Lancet Child & Adolescent Health Children may also have experienced feeling isolated and lonely, worries about the future.</p> <p>Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p>

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

1. Teaching and whole-school strategies				
Rational	Chosen approach and anticipated cost	Desired Outcome and Impact	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Ensuring every teacher is supported and prepared for this year is essential to achieving the best outcomes for pupils.</p> <p>Teachers have sequential, high quality planning to deliver high quality first teaching filling gaps in learning from missed schooling.</p>	<p>SLT increased by another member. Each SLT to support different key Stage teachers and TAs within school to make progress in their professional development.</p> <p>Release time for opportunities to share good practice across the school</p>	<p>Staff will have time to reflect on their teaching and learning strategies and discuss any support that is identified.</p> <p>SLT will support all staff to identify and target their individual areas for development.</p> <p>SLT support staff to continue to make progress throughout the year this will improve and have a positive impact on outcomes</p>	ME Nov 20	ME Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Assessment can help teachers determine how to effectively support their pupils.</p> <p>Every pupil will have been affected differently by Covid-19. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform</p>	<p>At beginning of Autumn term 1, assessments based on previous school year Summer term tests Rising Stars used to provide a baseline and identify gaps. (No new cost to the school)</p> <p>Assessments used at the end of terms for current year group as the year progresses. Gaps to be identified on PP and teaching/interventions adjusted accordingly (No new cost to school)</p>	<p>Teachers and TAs will have a clear picture of current attainment of their cohorts and where there are individual gaps in learning.</p> <p>Interventions can be targeted where there is most need.</p> <p>Children receive feedback in real time and are supported to recognise their mistakes or</p>	SLT	

<p>assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>Maths is practical and manipulatives are used throughout the school to support learning.</p>	<p>Children to be given clear targets to work on through verbal feedback as well as written in books.</p> <p>TAS to use MITA training to support and challenge children during lessons (No new cost to school)</p>	<p>challenge to make further progress</p>		
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with The Holy Family Catholic Primary School have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Planning and providing transition support, such as running dedicated transition events— either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.</p>	<p>A virtual tour of Holy Family Primary School filmed and shared for prospective parents or children new to school. Staff given time to do this. (No new cost to the school)</p> <p>Additional transition support provided where necessary through online/ face-to-face meetings with the parent and new starter through Zoom. Addition time given to both Reception and Nursery teachers to do this.</p>	<p>New starters and parents have a clear picture of the school and staff which will reduce anxieties and support a smoother transition into Holy Family</p>	<p>JK/HG/EM Oct 20</p>	<p>Feb 21</p>
		<p>Total budgeted cost</p>		

1.1 Targeted Approaches				
Rational	Chosen Action and approach	Desired Outcome and Impact	Staff lead	Review date?
<p>1-to-1 and small group tuition There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p> <p>Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>Extra TA's to be employed from Autumn term 2 to ensure every class has a full time TA. (£20,902)</p>	<p>Gaps in learning are identified and targeted with our youngest children who have been most impacted by the loss of school during lockdown.</p>	ME	Feb 21
	<p>Experienced TA to cover more experienced TAs who can be released from class to provide 121 and small group support for Y2 to Y6 to close gaps identified through Autumn 1 testing and other assessments.</p>	<p>Children will make rapid progress and be ready to access the curriculum for their year group.</p>	EM	Feb 21
	<p>Increase number of Level 3 TAs who can cover classes to allow teachers to support 121 or group of children. (£6,000)</p>	<p>Teachers can move forward with the curriculum allowing children to meet end of year expectations</p>	ME	Feb 21

<p><u>Intervention programme</u></p> <p>To support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on 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.</p>	<p>Letters and Sounds training, all KS1 teachers and Teaching Assistants to provide individual or 121 support for all Y1 and Y2 children and targeted Y3 children</p> <p>TAS to be trained in the use of Literacy Activity Builder to be delivered to targeted children from Y2 – Y6 (No new cost to school)</p> <p>Additional Learning Mentor Support Learning Mentor to be released and trained in DESTY programme</p>	<p>Children in Y1 learn to decode quickly and gaps are closed swiftly.</p> <p>Children in Y2 can decode fully and pass the phonics screening before Christmas. This means they can access the Y2 curriculum fully and work towards EOY expectations</p> <p>Children with gaps English and maths in Y2-6 receive timely intervention and make rapid progress. They can access the curriculum.</p>	<p>EM</p> <p>EM</p> <p>EM</p> <p>DF/EM</p>	<p>June 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb21</p>
		<p>Total budget cost</p>		<p>£26,902</p>

1.2 Targeted Wider Strategies				
Rational	Chosen Action and approach	Desired Outcome and Impact	Staff lead	Review date?
<p><u>Supporting Parents and Carers</u></p> <p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic.</p>	<p>ePlatform My eon purchased for wider reading online opportunities (£1500)</p>	<p>All children, parents and staff are confident using online platforms and all children are engaging in learning during isolation or lockdown.</p> <p>Teachers facilitate effective home-learning with increased capacity and communication with children</p>	JSh	Feb 21
	<p>School to use for Zoom to enable live check-ins for children isolating (either as a class or individually)</p>		JSh	Feb 21
	<p>Update to Seesaw Classroom for whole school in KS2 and Year 2 so that lessons and resources can be easily accessed and home learning activities can be returned to teachers (£795)</p> <p>All teachers and TAs trained in use of Seesaw and Tapestry.</p> <p>Clear instructional video of how to use online portals sent home to parents and clear guidelines set out in Remote Learning Policy</p>		EM/JSH	
			JC	
<p><u>Access to technology</u></p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.</p>	<p>Purchase of 10 new Ipads and repaired older Ipads so all were working.</p> <p>Ipads can be used by the children to support the curriculum. They can also be loaned to parents to support home-learning if needed. (£3,290) TBA</p>	<p>Impact of further lockdowns or isolation periods is reduced as remote learning package is highly effective.</p>	CG	Feb 21
	<p>Purchase of 2 new laptops for TAs to use in class when teachers supporting children. (£1000)</p>		CG Sep 21	Feb 21

Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school				
<u>Access to reading materials</u> Children are exposed to high quality texts as a stimulus for learning.	Purchase of Epic on Line for whole school (No new cost to the school) Links to Liverpool Library and Halton library shared with parents	All children can access quality text at home.	JSh	Feb 21
		Total budgeted cost		£3,624
		Total budgeted cost		£30,526
		Cost paid through Covid Catch-Up		£16,560
		Cost paid through school budget		£13,966