



St Francis of Assisi Catholic Primary School

**COVID19 CATCH-UP PREMIUM**  
**STRATEGIC ACTION PLAN AND SPENDING: 2020 - 2021**

'Nothing is impossible with God' Luke 1:37

**SUMMARY INFORMATION**

<b>Total number of pupils:</b>	207	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£16,560		

## STRATEGY STATEMENT

This strategy has been designed to address gaps in children's learning caused by COVID19 disruptions. Since the pupils returned to school at St Francis of Assisi Catholic Primary School following the National lockdown, we have identified areas for targeted support in learning from the gaps identified from initial baseline assessments of pupils. We have used the evidence (such as the EEF COVID19 support guide for schools) to inform our decisions about the use of the additional funding for maximum impact. Whilst the COVID19 catch up premium is a one-off grant, we hope that some of the activities will have a long term and sustainable impact beyond the life span of the funding window. Below is a brief overview of the catch-up priorities and core approaches we will be implementing to help pupils catch up on missed learning at St Francis of Assisi Catholic Primary School:

- To provide additional quality first teaching through implementation of the Nuffield Early Language Intervention (NELI) project in order to accelerate progress in language and communication for targeted Reception pupils
- To support social and emotional aspects of learning through a bespoke PHSE curriculum and additional nurture and SEND provision
- To support parents/carers with mental health and wellbeing concerns so that they feel confident to manage their children's wellbeing and attendance and support with their child's learning in school and at home
- To work alongside the English Hub to embed high quality teaching and learning in Phonics, Reading and Writing, particularly in Early Years and Key Stage 1, to accelerate progress
- To provide high quality CPD for staff to further develop and refine their skills in the teaching of Reading across all Key Stages
- To provide quality first teaching to support Y2 pupils to achieve the Phonics Screening threshold through additional Phonics interventions
- To provide additional support for Reading and Maths interventions to close gaps for identified, targeted pupils and accelerate progress.
- To provide additional resources, including technology, so that all pupils can access learning independently, to accelerate progress in Reading and Maths. (e.g. on-line learning platforms)
- To reduce the attainment gap between disadvantaged children and their peers and raise the attainment of all pupils, ensuring the impact of COVID19 disruptions is minimised as quickly as possible
- To increase support through quality first teaching, quality first feedback and targeted support. Pupils will make accelerated progress with the % of pupils meeting age-related expectations increasing each term.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Disrupted attendance, routines, lack of sustained concentration, rebuilding relationships with staff and peers, re-establishing high expectations of behaviour for learning and standards
B	Impact on children's and parent/carers' Well-Being and Mental Health
C	Gaps in knowledge and skills in Phonics, Early Reading, advanced Reading skills (fluency, decoding and comprehension) and Maths
D	Impact on pupils' breadth, understanding and effective use of vocabulary
E	Impact on Quality First Teaching and Quality First Feedback. Staff knowledge and skills, particularly NQT's and RQT's.

## ADDITIONAL BARRIERS

### External barriers:

F	Mental Health and Well-Being of parents/carers, additional pressures on family life due to work or COVID19 restrictions, limited educational experience or understanding of English
G	Access to IT equipment and the internet for children at home
H	Parent/Carer IT abilities and educational knowledge to support children with remote learning
I	Support for vulnerable and disadvantaged families with a lack of basic resources e.g. food, uniform
J	Children who have isolated on more than one occasion as a result of contact with a positive COVID19 case

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Reading Training (RWI) for Teaching Staff</p> <p>Total cost: £6,000</p>	<p>Teachers have a deeper knowledge and understanding of the development process of reading for pupils and have a secure understanding of the key progression milestones for reading competency skills in order to assess, identify gaps and plan teaching activities to key elements. As a result, this knowledge is absorbed into the daily teaching of reading skills across the school.</p>	<p>EEF research Improving Literacy in KS1 and KS2 and Preparing for Literacy (EYFS). Use of support and training from DFE, LA and English Hub resources</p>	<p>Training records show that all staff have completed a range of reading courses/training.</p> <p>English leader and senior leaders have identified areas for development for the teaching of phonics and reading in school and implemented and completed reading action plan based on findings. Resources to be bought to support teaching staff with the effective implementation of reading actions from audits. Scrutiny of planning, work samples and reading records demonstrate the implementation of strategies learnt from the training. Guided reading observations demonstrate the implementation of specific and targeted teaching of reading skills including comprehension skills. Assessment data demonstrates that there is an increase term on term of the percentage of pupils meeting age related expectations for reading and accelerated progress in reading.</p>	<p>DHT, KS Leaders, English Leader</p>	<p>Evaluation at the end of the academic year through monitoring of progress from scrutinises, observations and data</p>

<p>Quality First Teaching Intervention Sessions with staff</p> <p>Total Cost: £0 (using coaching model with existing staff)</p>	<p>Diminishing the gap in learning for targeted pupils identified as making the least progress during the Autumn Term</p>	<p>Teaching staff have the best understanding of pupils needs within their classes and how the pupils best learn. Providing additional intervention sessions for targeted groups of pupils who have been identified as not making expected progress through formative assessment and pupil progress meetings will support to narrow gaps in learning. Interventions will be based on pupils receiving high quality feedback from teaching staff about their work and support to make improvements and create a secure foundation for learning in targeted areas identified. Pupils will be supported and challenged to develop and build resilience and metacognition strategies to be able to build independent learning skills. EEF <i>“Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.”</i> Additional small group and 1:1 targeted intervention support will be used to narrow the gaps in learning between the most disadvantaged pupils and their peers.</p>	<p>Impact measure through formative assessment of pupils learning. Tracking by DHT and KS Leaders using school assessment tracking program and discussions with staff about progress for pupils accessing group and individual interventions sessions during pupil progress. Staff will share evidence of pupil’s work and support and feedback given and the impact that this has had on pupil’s progress and attainment.</p>	<p>DHT, KS Leaders</p>	<p>Half termly pupil progress meetings and discussions with staff about targeted pupils accessing group and individual intervention sessions. Tracking of pupil progress and attainment termly using school internal tracking systems.</p>
<p>Total budgeted cost:</p>					<p>£6,000</p>

## Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implementation of EEF Nuffield Early Intervention Program</p> <p>Total Cost: £200</p>	<p>Accelerated progress in language and communication.</p>	<p>This is a government-backed intervention, training and resources are funded. Aim is to provide evidence based targeted early language support to address the impact of time out of formal early years education due to the pandemic, on early language development.</p>	<p>The DHT and EYFS Leader are leading the program and 1 Learning Support Assistant will be completing the training and CPD to ensure that the intervention is implemented successfully for maximum impact and increased progress and attainment.</p>	<p>DHT, EYFS Leader</p>	<p>At the end of the intervention (20 weeks)</p>
<p>Phonics Interventions (part of RWI)</p> <p>Total Cost: £0 (costed within school budget)</p>	<p>To accelerate progress of targeted pupils who are not on track to reach the phonic screen threshold by the end of the Autumn term. Pupils score 32+ on the phonics screen.</p>	<p>Phonics interventions are from the adopted Letters and Sounds Phonics Program. (EEF - Moderate impact for low cost).</p>	<p>The Year 2 teacher, supported by the Phonics Leader, will screen all Year 2 pupils and identify specific sounds that need to be targeted. Additional intervention sessions will be planned by the Year 2 class teacher. Impact of sessions will be monitored through regular assessments to ensure that children have a secure knowledge and understanding of identified, targeted sounds.</p>	<p>Phonics Leader and Year 2 Teacher</p>	<p>On completion of the Phonics Screening Test in December 2020</p>

<p>Booster sessions for Year 6</p> <p>Total Cost: £0 (using existing staffing)</p>	<p>Targeted intervention sessions for Year 6 pupils to ensure that gaps from learning content in core subject areas due to COVID19 absence are addressed. As a result of this pupils have a secure foundation of the coverage of all KS2 content prior to moving to Secondary School.</p>	<p>EEF research on quality first teaching and targeted intervention for pupils specifically vulnerable learners: EEF  <a href="https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-theeefs-first-six-years/">https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-theeefs-first-six-years/</a></p>	<p>Year 6 teaching staff to plan and prepare booster sessions based on daily formative assessments of pupils learning. Pupils to be placed in groups based on assessment of content that is not secure and additional booster sessions are tailored to meet the needs of the content gaps for these pupils.</p>	<p>DHT, Year 6 class teacher, LSA</p>	<p>Ongoing review through checking pupils understanding of missed content. Impact to be measured over time from tests completed in class to final SATS taken in May 2021</p>
Total budgeted cost:					£200

## Other approaches

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Access to online reading resources</p> <p>Total Cost: £2000</p>	<p>Increased frequency of reading and supporting comprehension questions with texts to help parents with supporting reading comprehensions skills at home</p>	<p>EEF Research on reading comprehension <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/reading-comprehensionstrategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/reading-comprehensionstrategies/</a></p>	<p>Teaching staff to allocate texts from online reading platform based on pupils reading abilities. Pupils will be able to choose from a selection of reading books within their reading band. Parents can ask and support pupils to complete the associated comprehension questions that accompany the texts. This will also act as a guide for parents about the types of questions to ask their children when reading books with them. Pupils access and completion of texts and comprehension questions will be tracked by teaching staff and analysed to evaluate the types of comprehension questions and skills that pupils need further support with during guided reading sessions and individual reading work in school.</p>	<p>English Leader</p>	<p>Ongoing review through tracking pupil progress on the platform half termly. Impact reviewed as part of the end of year progress made in reading Feedback from parents and carers gathered about use of online reading resources and understanding of comprehension style questions</p>

<p>Additional printed workbook resources</p> <p>Total Cost: £150</p>	<p>Additional reading comprehension workbooks and handwriting workbooks to be purchased for pupils to support with the reinforcement of key skills.</p>	<p>Evidence gathered from baseline assessments following the National lockdown in March demonstrated that there was a significant drop in pupils reading abilities and their stamina for writing. Handwriting books to support KS1 pupils to build up stamina for writing and fine motor control skills and revise letter formation. EEF Preparing for Literacy  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_-_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_-_Poster.pdf</a>  <i>“Support children to develop the foundations of a fast, accurate, and efficient handwriting style. Monitor the product and process of children’s handwriting and provide additional support as necessary.”</i></p> <p>Reading comprehension workbooks to support the reinforcement of core reading comprehension skills (VIPERS) taught through guided reading lessons and individual reading sessions in school to enable pupils to practice and consolidate these skills with independence both at home and at school. EEF Research on reading comprehension  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/reading-comprehensionstrategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/reading-comprehensionstrategies/</a></p>	<p>Teaching staff to direct pupils to complete specific pages within workbooks based on teaching of skills during reading and handwriting lessons in school. Teaching staff will mark work completed from workbooks and carry out same day interventions or next day interventions for pupils who have been identified as requiring additional support as a result of the work completed. Analysis by teaching staff of the types of comprehension questions that pupils are finding most difficult to focus additional and targeted support on within reading lessons in school.</p>	<p>Reading Leader and class teachers</p>	<p>Ongoing review through tracking pupil progress for reading and writing on a half termly basis and through work and reading record scrutiny in school  Impact reviewed as part of the end of year progress made in reading and writing</p>
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<p>Increase range of reading books to inspire a love for reading, reading for enjoyment for all pupils and to support topic/themes and links in the curriculum</p> <p>Total Cost: £1500</p>	<p>Pupils have access to a wider range of fiction and non-fiction reading texts and as a result there is an increased number of pupils choosing to read for enjoyment in their own time.</p> <p>Pupils have a broader variety of books which link with topics/themes and strengthen the links between subjects and knowledge.</p>	<p>Reading is a skill that supports all areas of the curriculum and pupils becoming independent learners. Providing a wide range of choice of texts fosters a greater interest and motivation for pupils choosing to read for pleasure. DFE research evidence on reading for pleasure.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p><i>“An important factor in developing reading for pleasure is choice. Schraw et al, 1998 (cited in Clark and Rumbold, 2006) found that there was a positive relationship between choice and affective aspects of reading, such as motivation.”</i></p> <p>Quality texts also support pupils to develop their vocabulary acquisition. This in turn impact on pupils writing abilities.</p> <p>EEF research <i>“Improving Literacy in Key Stage 1 and Key Stage 2”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/literacy/">https://educationendowmentfoundation.org.uk/school-themes/literacy/</a></p>	<p>Audit of reading materials currently in school with books purchased to identify any gaps in fiction and non-fiction text genres and topics. Books purchased according to identified gaps from audit. High lexical texts to be identified and purchased to ensure that books contain high diversity of vocabulary for pupils. Individual reading records for pupils to be kept to evaluate popular texts being chosen by pupils for future purchases of reading materials and to ensure that pupils are access a diverse range of texts.</p>	<p>English Leader</p>	<p>Ongoing review of texts pupils selecting based on pupil reading records</p> <p>Review at the end of the academic year of popular texts to support planning of whole class reading texts to use in future lessons to continue to engage pupils in a love of reading.</p>
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<p>Increase the number of devices for pupils to use in school and at home.</p> <p>Provide internet access at home as required.</p> <p>Total Cost: £6710</p>	<p>Increased access for pupils across school to online learning platforms used to develop core subject key skills and facts e.g. To support pupils to work independently to consolidate key instant recall facts for maths and consolidate spellings and reading skills</p>	<p>Increased devices in school and at home will enable pupils to independently practice key skills and consolidate rapid recall of facts required for core subject areas more frequently. EEF Research on Using Digital Technology to Improve learning  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a>  <i>“Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.”</i></p>	<p>Pupils to be directed to learning platforms specifically.</p>	<p>IHoS and SBM</p>	<p>Access to online learning platforms and analysis of pupils’ profiles in relation the work completed tracked on a weekly basis. Information from analysis to feed into work allocated to pupils on devices.</p>
Total budgeted cost:					£10,360