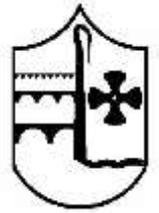


St Cuthbert's RC First School

COVID catch-up premium report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	75 (R-Y4)	Academic Year	2020-2021
School	St Cuthbert's RC First School	Total catch-up premium budget:	£5760
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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil.</p> <p>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.</p>		

USE OF FUNDING
<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.</p>



IDENTIFIED IMPACT OF LOCKDOWN

Maths	<p>Specific content has been missed, leading to gaps in learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, due to the content having to be taught in a different way, they are 'behind' in some areas.</p> <p>Recall of basic skills has suffered – children are not able to confidently recall key number facts, times tables and have forgotten once taught calculation strategies.</p>
Writing	<p>Children have lost some fluency in their writing.</p> <p>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.</p> <p>Work will also need to be done on spelling.</p>
Reading	<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.</p> <p>Specific work will be needed on comprehension skills.</p>

Planned expenditure for current academic year

The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools and all actions are based on these findings [EEF's COVID-19 support guide for schools](#)

Quality of teaching for all				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
Transition support for children returning to school	KS1 & 2 Stay and play after school clubs – children will have time to relax and enjoy friendships with no pressure	Every child invited in each class Juice & biscuit (provided by Foodbank)	KM / KTh	26/3/21 KS1 class to continue from 12 th April
Assessing and identifying 'gaps' in areas of learning	8- 26 th March period of subject specific assessments by teachers to assess where children are with clear objective planning in Maths, Reading & Writing	Clear objective planning Consistent Assessments	K Morton K Thorpe K Turnbull	26/3/21 Report to governors/ Data drop
Total budgeted cost:				
Targeted support				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?

1-to-1 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.	All children in KS1 and FS2 to read (at least 3 times a week) on a 1:1 basis All children in KS2 to read (at least weekly) on a 1:1 basis	Employment of teaching assistant to support eyfs/ks1 with early reading Extra TA support in KS2 to support reading across the class Extension of TA hours to support children impacted most by lockdown	TA (£2,113.60) FB AW (£1,000)	
Small group work Identified children require support in moving reading into writing. They will have widened their vocabulary and started to reflect this in their writing.	Small group work with teacher support, working with high quality writing stimulus and focusing on vocabulary and sentence structures	Employment of teacher on part time basis to ensure small group work/interventions can run successfully and with the best outcomes.	C Wilson K Morton K Thorpe K Turnbull	Supply costs
After school Small group work Identified children require support in maths – calculations and number systems. They will have secure knowledge and start to use this in problem solving.	Small group/individual support addressing individual misconceptions with a focused and personalised maths intervention.		K Thorpe	
Total budgeted cost:				£3,113.60
Other approaches				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?

Increase access to technology	Improve facilities in school so that more children can access personalized learning (maths whizz, self learn)	Clear timetables for its' use in classes so that they are utilized to thefull	CM/AG (£2,500)	Review monthly -PC's purchased June 2021
Support for parents over Summer / Opportunities for children encouraged (summer schools/PE/reading challenge etc)	Ensure information is clearly available / delivered so that; <ul style="list-style-type: none"> All parents entitled to FSM vouchers can easily access and redeem them during the holiday period and know that the extra money is to be used for uniform As many children as possible to do the summer reading challenge at local library. Children in Y4 transitioning to middle school attend summer schools Sports summer camps – cricket/football/multi skills promoted to children/parents 	<ul style="list-style-type: none"> HUGG voucher system checked by CM during holiday period and families reminded to use vouchers if not redeemed Librarian to visit each class in July 21 to promote reading challenge to children. CM to encourage/remind families of summer reading challenge – prizes awarded for those who complete! Summer school for transition years advertised to parents/children CM to send out flyers and links to info about summer clubs 	CM	
Total budgeted cost:				£2,500