



**St. Basil's**  
Catholic Primary School

'We love, learn and succeed together'

# **CATCH UP PREMIUM STRATEGY STATEMENT 2020-21**



In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to St Basil's Catholic Primary School based on eligible pupils is approximately £26,720 (calculated on October Census Pupil Data)

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

This document has been produced in line with the school's 'Rainbow Curriculum' which recognises that there have been losses to all children as they have stayed at home, both to their learning and potentially their mental health through anxiety, trauma and bereavement. The Rainbow Curriculum however does not replace our current Curriculum Statement but rather reflects the current needs of learners. (Statements in italics identifies direct links to 'Rainbow Curriculum')

This planning is set within the context of a wider approach that considers the impact that school closures may have had on children's' academic achievements as well as their social and emotional development and well-being. Children's' academic progress is an important factor, however it is also important to remember that we are living through extremely stressful times, which might have a considerably negative impact on adults' and children's mental health and wellbeing (WHO, 2020).

The purpose of this report is to effectively plan the way the Catch-Up Premium will be spent over the coming year and enable us to inform parents and carers of the impact it has on pupil achievement.

<b>1. Summary Information</b>		
School St Basil's Catholic Primary School		
Academic Year	<b>2020/2021</b>	Total Catch up budget is approximately £26,720 (calculated on October Census Pupil Data)
Total number of pupils	344 (October Census 2020)	

<b>2 Outcomes</b>		
	Desired outcomes and how they will be measured	Success Criteria
A.	To develop communication, spoken language and verbal reasoning skills	To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data
B.	To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching 'Catch Up Groups'	Pupils make accelerated progress so that there is diminishing gap in the attainment of FSM and non FSM pupils in all years from Sept 2020 – July 2021 in English (Reading, Writing, SPAG/Phonics) and Maths levels Target – to close the gap to National All Pupils
C.	To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching	Provide opportunities to regain lost learning intent and ensure that pupils bridge the gaps in learning through well-chosen teaching strategies. Improvement in attainment in English & maths.  Ensure that pupils, who have fallen behind, based prior on attainment, catch up with their peers. Gaps or misconceptions which are barriers to progress are taught so that pupils can access learning within their year group and achieve ARE (Age Related Expectations). In particular those

		<p>pupils who were Hotspot Pupils at the end of spring term 2020.</p> <p>Y1-6 the proportion of disadvantaged pupils achieving ARE will be Maths &gt;70% Reading &gt;70%, Writing &gt;70% and achieving Greater Depth will be &gt;10%</p>
D.	Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	<p>Improved pupil well-being through whole school culture, mentoring, PHSE, social &amp; emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning.</p> <p>Pupils demonstrate improved resilience.</p> <p><i>Children will be happier to come in school, reduced levels of anxiety</i></p> <p><i>Through the graduated approach the child's needs are identified and appropriate support is provided</i></p> <p><i>Children can demonstrate that they are empathic, active listeners, are non-judgemental and emotional literate</i></p>
E.	To reduce persistent absence for all children so that they make good progress both educationally and socially	<p>Attendance <math>\geq</math> 96% &amp; reduced PA for PPG; Family Liaison &amp; Welfare Officer support for pupils and families and parent partnership</p> <p><i>Children can make links between, and recognise the importance of good attendance in their learning</i></p> <p><i>Children will be happier to come in school with reduced levels of anxiety</i></p> <p><i>Children will make good progress and catch up in their learning</i></p> <p><i>Children develop positive attitudes and good work habits</i></p>

4 Planned expenditure					
Academic year	2020/2021				
The three headings below enable schools to demonstrate how they are using the catch up premium to improve classroom pedagogy, provide targeted support and whole school targets.					
<b>i Quality teaching for all</b>					
Action	Intended Outcome	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gap analysis completed and lost learning mapped against new learning to ensure progression of both knowledge and skills	<p>C. Provide opportunities to regain lost learning intent and ensure that pupils bridge the gaps in learning through well-chosen teaching strategies.</p> <p>Ensure that pupils, who have fallen behind, based prior on attainment, catch up with their peers. Gaps or misconceptions which are barriers to progress are taught so that pupils can access learning within their year group and achieve ARE (Age Related Expectations). In particular those pupils who were Hotspot Pupils at the end of spring term 2020.</p> <p><i>Children will be engaged and active participants</i></p>	EEF states that it is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put into place. Catch up provision, including assessment of lost learning and targeted support, will be essential. The diagnostic assessments of lost learning for disadvantaged pupils will be a priority on the return to school and targeted support given where appropriate	Lost Learning and gaps in knowledge and skills accurately identified	<p>AS (HT)/JO'D (DHT)/NJ(AHT)</p> <p>All Curriculum Team Leaders</p>	Termly review at PPM's

	<p><i>who are 'bothered' about their learning</i></p> <p><i>Children will be able to talk about, make connections and apply lost learning (reasoning, problem solving)</i></p> <p><i>Children will be able to recognise their own successes and identify their next steps in learning</i></p> <p><i>Children take responsibility for, contribute to and help to shape their learning</i></p>				
<p>Targeted intervention including small group intervention &amp; mastery teaching Y1-Y6 (gap, corrective or greater depth)</p> <p><b>Teaching Costs</b> <b>£32,326.80</b></p>	<p>B. To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching 'Target Groups'</p> <p><i>Children will be engaged and active participants who are 'bothered' about their learning</i></p> <p><i>Children will be able to talk about, make connections and apply lost learning (reasoning, problem solving)</i></p> <p><i>Children will be able to</i></p>	<p>Sutton Trust Small group tuition 4+ months; Mastery teaching 5+ months;</p>	<p>Intervention monitoring JO'D (DHT)</p> <p>Pupil progress data reviewed termly at PPM's</p>	<p>AS (HT)/JO'D (DHT)/NJ(AHT)</p>	<p>Termly review at PPM's &amp; identification of pupils</p>

	<p><i>recognise their own successes and identify their next steps in learning</i></p> <p><i>Children take responsibility for, contribute to and help to shape their learning</i></p>				
<p>Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI)</p>	<p>C. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching</p> <p>Ensure that pupils, who have fallen behind, based prior on attainment, catch up with their peers. Gaps or misconceptions which are barriers to progress are taught so that pupils can access learning within their year group and achieve ARE (Age Related Expectations). In particular those pupils who were Hotspot Pupils at the end of spring term 2020.</p>	<p>Talk Boost: Better readers : Reading age 12+ months, Comprehension age 5+ months</p>	<p>Intervention monitoring NJ / HMCC SENCo &amp; JO'D (DHT) Intervention evaluations (CT/TA's) Pupil Voice (TA's) Pupil progress data reviewed termly at PPM's</p>	<p>NJ / HMCC (SENCo)  AS (HT)/JO'D (DHT)/NJ(AHT)</p>	<p>Termly review at PPM's &amp; identification of pupils</p>

ii Targeted support					
Action	Intended Outcome	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop communication, spoken language and verbal reasoning skills	A. To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data	Sutton Toolkit Oral Language Intervention 5+ months progress	Intervention monitoring NJ / HMCC (SENCo) & JO'D (DHT) Intervention evaluations (CT/TA's) Pupil progress data reviewed termly at PPM's	NJ / HMCC (SENCo)  AS (HT)/JO'D (DHT)/NJ(AHT)	Termly review at PPM's & support plans reviews if appropriate
To reduce persistent absence for all children so that they make good progress both educationally and socially	E. Attendance $\geq$ 96% & reduced PA for PPG; Family Liaison & Welfare Officer support for pupils and families and parent partnership <i>Children can make links between, and recognise the importance of good attendance in their learning</i> <i>Children will be happier to come in school with reduced levels of anxiety</i> <i>Children will make good progress and catch up in their learning</i> <i>Children develop positive attitudes and good work habits</i>	To reduce persistence and overall absence rates. To ensure that pupils are safe and safeguarding needs are met	Increased EWO involvement Punctuality & attendance monitoring Learner and Family Support Meetings	AS (HT), EWO and Family Welfare & Liaison Officer	Half termly attendance monitoring Weekly HT/Welfare Officer supervision

				Total budget cost	
iii Other approaches					
Action	Intended Outcomes	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children to receive a bagel at the start of the day	D. Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	Pupils make a positive start to the day.	Monitoring by SLT	AS (HT), JOD (DHT), NJ (AHT)	On going
Focus on Building Learning Power, in particular resilience	<p>Pupils demonstrate improved resilience.</p> <p><i>Children demonstrate both flexibility and perseverance in their learning</i></p> <p><i>Children are focused upon and immersed in their learning</i></p> <p><i>Children demonstrate that they can make choices and are responsible for their learning (PLOD)</i></p> <p><i>Children can reflect upon how they have learnt from their mistakes</i></p> <p><i>Children can identify and share positive experiences in their learning, relationships</i></p>	Building learning power expands pupil responsibility and ultimately their capacity to learn.			

	<i>and everyday lives Children can recognise when their actions or thoughts are harmful and can make positive choices</i>				
<p>To provide counselling for pupils affected by bereavement, friendship issues, domestic violence and marital breakdown</p> <p>To provide Nurture Lunch and / or Nurture Group for identified children</p>	<p>D. Develop pupils' social, emotional and mental health so they fully access all aspects of school life. <i>Children will be able to regulate their behaviour because they have the tools to manage their feelings and emotions Children feel empowered to discuss feelings Children support their peers and recognise that all behaviour is a form of communication Children will be able to repair relationships following conflict and let go of negative feelings</i></p>	Sutton Toolkit Behaviour Interventions 4+ months	Pupil progress data reviewed termly at PPM's Intervention monitoring NJ / HMCC (SENCo) & JO'D (DHT) Intervention evaluations (CT/TA's)	NJ / HMCC (SENCo) AS (HT)/JO'D (DHT)/NJ(AHT) Pastoral Team	Termly review at PPM's & support plans reviews if appropriate