

COVID 19 CATCH-UP PREMIUM PLAN



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HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to support schools in ensuring all pupils receive the help they need to catch-up following their time away from school. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

- **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

- **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, preparing them for the next stage in their education.

- **Remote education**

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop a remote learning offer which is accessible to all and provides continuity of learning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support

- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- **Ofsted** will conduct interim visits to schools between **28 September and December 2020** and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

Catch-up Premium Plan

School	Holy Family Catholic Primary School	Allocated funding (Catch-Up)	£17,600
Number on roll (total)	230 (Nursery – Year6)	2020 instalment	£4420
% Pupil Premium eligible pupils	132/230 (57.4%)	2021 instalment	£13180

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

B1: Literacy skills - reading ages are below national average in all year groups for a significant proportion of pupils, as well as issues with speech and language development in Early Years

B2: Gaps in curriculum coverage as identified by each subject leader

B3: Gaps in knowledge that have appeared between March and July 2020 (as identified through baseline assessments) – ‘lost learning’

B4: Readyng the school for further home learning needs (E.g. a second lockdown)

B5: Ensuring all students can access online learning at home – DfE technology for schools offer

B5a: Ensure pupils can use the online learning platforms intended for remote learning

B6: Ensuring SEND pupils are making social, emotional and academic progress following the lockdown period

B7: Understanding effective T&L strategies within the ‘new normal’ way of teaching

B8: Maintaining high attendance % for all pupils – managing parental fears, self-isolation without specific reason, family association

B9: Wellbeing: Pupils adjusting to the new school routines and structures

B10: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

B11: Ensuring parental engagement levels are maintained during the ‘virtual meeting’ era

B12: The new plans for the school day create a number of logistical difficulties which could interfere with curriculum time if not mitigated

Whole School & Targeted Strategies

Year Group / Phase	Actions	Intended impact	Cost
EYFS & KS1	B1, B5: Additional speech & language therapy support for pupils through WELLCOM programme (staff CPD and resources)	To enable children whose language and communication skills are not at the expected levels for their age to catch-up with their peers.	£1000
Whole school	B1, B2, B3: Leaders to track and monitor catch-up strategies closely looking at low cost – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge pupils are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	£0
Whole school	B4, B5: Ensure all pupil in all year groups have a computer and access to the internet at home	To ensure equal opportunities to remote learning are provided for all children to access online learning content at home.	£0
Whole school	B4, B5: 4G routers to accompany DfE laptops for families who do not have internet connection	To ensure technology provided by the DfE can be used for the intended purpose to support learning at home.	£0
Whole school	B3: Ensure that the home learning offer is updated and made available to all parents in the event of a pupil absence for self- isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, White Rose, Ed Shed and Times Tables Rockstars.	£600
KS1 & KS2	B5a: Ensure pupils know how to use the online platforms the school is using for remote learning (Microsoft Teams) through in-school training and consultation with parents.	Pupils can access online learning platforms at home and continuity of learning is maintained.	£0
Whole school	B11: Implement new system for remote parents' evenings	To allow home-school links to be maintained through telephone calls without impacting on the day-to-day running of the school office.	£0

Whole school	B9, B10: Additional counselling sessions following the lockdown period to support mental health and wellbeing	To ensure pupils' whose well-being has suffered significantly as a result of the lock-down period receive the emotional and personal support they need to be happy and success in school.	£0
Whole school	B8: New systems implemented in the school office & through inclusion team for managing absence and challenging/supporting parents to ensure good attendance	To enable parents to understand the significance of poor attendance and provide strategies and support to improve attendance rates.	£0
Whole school	B1, B3: Additional teacher to provide 1:1 and small group support to key areas of need (shortfall in salary costs to be drawn from main allocation, 'E01 Teaching Staff')	To ensure children with biggest 'gaps' catch up quickly and continue making progress. Focus on phonics, reading and basic skills.	£25,000
Total spend			£26,600
Total allocation from catch-up grant			£17,600