



St Joseph's Catholic Primary School Redhill

Catch Up Premium Statement

Summary Information

Name of School		St Joseph's Catholic Primary School, Redhill			
Academic Year *£18,295 paid within this financial year (2020-2021) *£13,065 paid in the next financial year (2021-2022)	Academic year 2020-2021 and 2021 - 2022	Total Catch-up Premium		Number of Pupils	573

Guidance

As a result of coronavirus (COVID-19), children across the country have had their education disrupted since March 2020. Vulnerable children and those from disadvantaged backgrounds, in particular, may have extra challenges when returning to school. 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. 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.

Our school has considered the EEF Guidance on the Catch-Up Premium when compiling this plan. The Catch-Up Premium will be used for specific activities to support pupils to catch up for lost teaching, in line with the guidance on [curriculum expectations for the next academic year](#). Our decisions on how to use the funding were also guided by our school's vision and our determination to ensure all our children "catch-up" while we continue to provide a broad and balanced curriculum and support the children's well-being as we do not want Covid-19 to adversely affect any of our children's academic or emotional development.

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.</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 since March 2020

Maths

Specific content within our *White Rose Maths Mastery Programme* has been missed during the Lockdown, leading to gaps in learning. This was identified by teaching and assessment on the children's return to school in September 2021. Children still enjoy Maths, although recall of some basic skills has suffered, e.g. some children are not able to recall addition facts and times-tables, and some have forgotten once taught calculation strategies. We needed to ensure that the curriculum was accurately matched for children with SEND or those who had fallen far behind their peers.

Writing

Children have lost essential practising of writing skills, leading to lack of fluency and accuracy writing. 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. We needed to ensure that the curriculum was accurately matched for children with SEND or those who had fallen far behind their peers.

Reading

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. The practising of comprehension skills suffered as well as the opportunity to develop vocabulary. We needed to ensure that curriculum was accurately matched for children with SEND or those who had fallen far behind their peers (bottom 20%).

Phonics

Teachers in YR and Yr1 delivered pre-recorded phonics lessons throughout Lockdown, as well as 1-1 reading. This was positive in keeping children from falling too far behind, but some slippage was inevitable. Read, Write Inc assessments were completed and interventions were put in place quickly on return. We needed to ensure that the curriculum was accurately matched for children with SEND or those who had fallen far behind their peers (bottom 20%).

Curriculum

Whilst teachers maintained teaching the foundation subjects during lockdown, the content was not learnt as deeply as it would have been in school. There are 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. Years 4 and 6 groups missed their residential trips which contribute so much to well-being and to the social-emotional development of the children. Children missed out on delivering assemblies as well as performing.

We have used the tiers to support our decision-making around how we spend our Catch-Up Premium.

TIER 1 : TEACHING

1. Completion of the School Vision and Mission Statement Review (begun pre-COVID): Intent, Implementation & Impact
2. Curriculum reviewed and planned in order to manage a broad and balanced curriculum, as far as practicable, within the school's 'Year Group Bubbles' and with limiting staff movement between bubbles
3. *Talk for Writing* had previously been introduced and we have continued to enable staff to be trained with the approach and purchased resources to support planning and Implementation
4. Continued focus on vocabulary acquisition: spellings and tiered vocabulary. Purchase of Word Aware resource
5. Re-establish Subject Network Meetings - Paradigm and Schools Alliance for Excellence
6. Book Statutory EYFS, Yr2 & Yr6 CPD sessions
7. Yr2 Phonics Screening (2019 paper)- end November 2020 and 2021
8. Remote Learning in the event of a bubble closure or National Lockdown.
9. Trips & Visitors: review for the Spring Term 2021 and gradually increasing.
10. Introduced Google Classroom and Google applications for Remote Education and future learning
11. RSE Review and consultation spring 2021
12. School Improvement Partner Support Visit, September 2020, May 2021 and October 2021
13. YR Tapestry introduction and was particularly useful during spring 2021 lockdown.
14. Y2 TAs accessed Maths intervention course
15. Introduction of National College Online to support CPD and professional learning - Spring 2021
16. New Parents meetings for YR held virtually June 2021

TIER 2: TARGETTED APPROACH

1. Intervention timetables set up in all year groups
2. 1-1 tuition for all disadvantaged children started in October 2020 and has continued.
3. 1-1 tuition intervention tracking sheets to capture progress of individual children.
4. Precision Teaching for English across all years
5. Lexia reading - extended licences across the school
6. Additional teacher to support in Y1 (2020) and then Y3 (2021)
7. Participation in the Nuffield Early Language Intervention Programme (NELI)
8. Phonics Intervention Groups for Yr1 and Yr2 established, based on RWI assessments. Additional teacher employed for Y1 in 2020 and then for Y3 2021
9. Phonics - regular assessments and groups set up accordingly.
10. Reading Book Band checks and additional RWI resources purchased
11. Comprehensive phonics training for teachers and TAs in YR, Y1 and Y2
12. Reading (and comprehension) interventions led by TAs across all years
13. Consistent approach to guided reading and regular monitoring
14. Phonics interventions in Yr3 - for children who do meet the required standard
15. Reception, Y1 and Y2 teachers involved with Maths Hub training to embed mastery approach to match teaching.

TIER 3 : WIDER STRATEGIES

1. Head Boy & Head Girl and Primary Leadership Team: roles and responsibilities re-established from September 2021
2. Therapy Dog once a week for children with SEMH needs. Some of which were brought on by lockdown and return to school anxiety.
3. IT resources and support for teachers in using Google Classroom
4. Monitoring Attendance and working with LA Inclusion Team
5. Work with specialist teachers to support children displaying challenging behaviour.
6. After School Clubs restarted September 2021
7. Forest School sessions for all year groups across the academic year.

Purchase of School Cloud to be able to deliver virtual parents' evenings in May 2021 and November 2021

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

Tier 1 - Teaching (& whole school approaches)			
Desired Outcome	Chosen Approach and anticipated cost	Staff Lead	Review Date
<p><u>Enhancing quality first teaching:</u> The school has invested in ensuring that teachers can meet the needs of all children and has adopted an inclusive teaching approach which considers differentiation and accessibility to the curriculum. Teachers and TAs have been trained with inclusive approaches to intervention and targeted support.</p> <ul style="list-style-type: none"> - review of Teaching for Learning Policy- research based approaches to strengthen QFT as the foundation of our approach to closing the gap - Professional Learning offer tailored to both the needs of the school and to individual development (Teachers and TAs) - Streamlining intervention - focused more on Targeted support, than that which could be provided using strategies and learning scaffolds in class (disadvantaged not further disadvantaged by missing out chunks of whole class curriculum) - TA role in class - developing core skills for working to support in class to promote thinking and independence - Lexia reading programme to pinpoint difficulties and use of placement test to assist reading provision in school and/or support through Core 5 programme licences - Behaviour for Learning and Relationships policy - to support good behaviour for learning skills; how to be 'ready to learn' rather than assuming all children know 	<p>Various training opportunities to hone understanding and strategies to support pedagogical awareness and the quality of intervention. (£3400)</p>	<p>DHT inclusion SENDCO SLT Subject Leads</p>	
<p>Evaluation: <i>Spring 2021: Welcoming back of children in March – focus on building relationships and strategies to re-engage children with learning and curriculum.</i> <i>Summer 2021: DHT and SENDCO met with all teachers to look at vulnerable learners, attendance issues and provision in each class. Data drops and established transition information</i> <i>Autumn 2021: Review of teaching for learning policy. Review of intervention time and focus for 1-1 tuition</i></p>			
<p><u>Talk for Writing training</u> Newly appointed English lead has had intensive coaching from DHT with a view to embedding the T4W approach and improving spelling across the school.</p>	<p><i>Cost: books to support planning units of work and training costs</i></p> <p style="text-align: right;">(£1513)</p>	<p>English Lead DHT Curriculum</p>	

<p>Evaluation: <i>Spring 2021: English team meetings to establish consistent approach across the school</i> <i>Summer 2021: T4W expert teachers supporting planning in weaker year groups</i> <i>Autumn 2021: additional training for new staff fiction and non-fiction, regular book looks to look for consistency approach</i></p>			
<p>FFT assessment and data tool The assessment lead has fully adopted FFT as a tool to target set, assess and track provision. She has completed training and rolled this out to all staff via Staff meetings and workshops. Assessment policy has been rewritten to support the process and set out the procedures. Governors have been briefed as well and have been guided through internal data sets. Introduction of moderation and 'Windscreens' has brought about a more consistent approach across all year groups.</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>		<p>Assessment lead has taken part in FFT training and disseminated training to all staff to ensure that assessment data is being used to inform teaching and planning.</p> <p>Governor training as well.</p> <p style="text-align: right;">(£1343)</p>	
		<p>Assessment Lead all staff</p>	
<p>Evaluation: <i>Spring 2021: training for assessment lead</i> <i>Summer 2021: roll out of FFT training to all staff and a data drop completed. End of year data reports completed and shared with staff and governors. Data reports helped to feed into</i> <i>Autumn 2021: further training for staff, data drop 1 and progress meetings to determine intervention.</i></p>			

Desired Outcome	Chosen Approach and anticipated cost	Staff Lead	Review Date
<p><u>Development of Curriculum and support of subject leaders</u> The school has continued to work on curriculum development and progression of knowledge and skills in all subjects since July 2020.</p> <p>Subject leaders have worked on action plans across 2 academic years, met with governors, worked with network groups and the curriculum DHT. We have also worked on subject policies to ensure the 3 Is have been articulated and developed.</p>	<p><i>Sue Child- School Improvement advisor x 3 visits</i></p> <p><i>Reading and phonics lead to be non class-based to ensure monitoring and impact of the school's reading strategy.</i></p> <p style="text-align: right;">(£1800)</p>	<p>DHT curriculum Subject Leads</p>	
<p>Evaluation: <i>Spring 2021: CPD rolled out via the National College online to support subject leaders. SLs involved with reviewing quality of online provision with regard to their subject.</i> <i>Summer 2021: Interaction with SL network meetings etc. Work with DHT curriculum and Sue Child external advisor. Staff meetings and release time to work on subject areas to ensure a progressive curriculum.</i> <i>Autumn 2021: Subject leaders have led staff meetings and articulated their 'intent' to governors.</i></p>			
<p><u>Transition – Reception – Y1 and new Reception.</u> 1.EYFS lead and DHT met with early years providers to ensure more work was completed prior to children starting at St Joseph's. Focus on EYFS to Y1</p>	<p>Cover costs for staff to engage with transition timetable</p>		

<p>transition well to ensure gaps with phonics were quickly addressed and worked on.</p> <p>2.New staff induction days and handovers with all staff to ensure smooth transitions and information sharing</p> <p>3.Data drops and gap analysis completed by all teachers</p> <p>4.Parents completed passports with their children to assist with transition, Transition timetable shared with staff and parents.</p>	<p>New staff added additional days to their contract to facilitate a good start to the new academic year.</p>		
<p>Evaluation</p> <p>Spring 2021: Began to think about staffing and appointment of new staff. Liaising with early years settings.</p> <p>Summer 2021: transition timetable shared with all staff etc and activities completed. Induction of new staff</p> <p>Autumn 2021: continued with induction of new staff, inclusion meetings with all staff to ensure targeted and vulnerable children were on track. DSL meetings re-established</p>			
<p>Total budgeted cost: £94566¹</p>			

Tier 2 - Targeted Approaches			
Desired Outcome	Chosen Action / Approach	Staff Lead	Review Date
<p>Supporting Children's Wellbeing</p> <p>Children who experience levels of anxiety on return to school will be able to access the sessions which are led by the SENDCO. Developing teachers' approach to building relationships with pupils as part of the whole school's wellbeing offer.</p> <p>EBSA - emotional based school avoidance - strategies and training to support emotional needs</p> <p>Wellbeing offer - In addition to current offer, working in partnership with local Mental Health Support Team Focus on EBSA and engagement with school after lockdowns (Separation anxiety)</p> <p>Real PE - use of Real PE to promote physical education and increasing activity</p>	<p><i>staff available to meet and greet children to support emotional needs.</i></p> <p><i>Individualised timetables for some children and resources.</i></p> <p><i>Training for EBSA</i></p> <p><i>REAL PE training for PE lead and staff</i></p>	<p>DHT SENDCO</p>	<p>July 2022</p>
<p>Evaluation:</p> <p>Spring 2021: during lockdown regular contact with risk assessed list of children and families. Support for anxious parents returning to school.</p> <p>Summer 2021: Continued to support children who were anxious about returning to school/ Real PE showcase lessons and training for staff</p> <p>Autumn 2021: This has continued with more children displaying anxiety about school. Developed approach and individualised timetables.</p>			

<p><u>Across the School - 1-to-1 and small group intervention - targeting gaps</u></p> <p>Additional teacher 1-1 tuition</p>	<p>staffing costs associated with 1-1 tuition of small targeted groups across KS1 and KS2</p> <p>EYFS language sessions during lockdown spring 21 and summer 21</p> <p>(£9054)</p>		
<p>Evaluation Spring 2021: Intervention for disadvantaged pupils continued virtually via Google Classroom during lockdown - this was a continuation of tuition started in the autumn term 2020 Summer 2021: 1-1 tuition groups - EYFS - Y6 Autumn 2021: Focus on disadvantaged groups across the school.</p>			
<p><u>Lexia Core 5 Reading Program</u> Extended Licences to 80 across the school from Y1 - Y6 Training for staff to use diagnostic tools and ensure children were targeted. Lexia has been embedded into school provision and is used to support children with reading and comprehension, particularly those identified as the lowest 20%</p>	<p>Additional licences and training.</p> <p>(£1524)</p>		
<p>Evaluation Spring 2021: DHT received training on using diagnostic tools associated with the assessment and tracking of reading Summer 2021: Roll out of training to all staff and embedding of Lexia within the school day and each year groups' provision. Autumn 2021: Use of Lexia as whole school reading intervention and support of children in the bottom 20%.</p>			
<p><u>Intervention Programme: YR: Nuffield Early Literacy Improvement Programme (NELI)</u></p>	<p>Participation will improve early language through small group and 1:1 focused intervention.</p> <p>(£2052)</p>	<p>*Release Teachers and TAs in reception *DHT - inclusion</p>	<p>July 2021</p>
<p>Evaluation Spring 2021: Phonics and early reading managed virtually during lock down - modelled sessions for parents. Summer 2021: Isolation periods used language link and interactive story times to engage with children and develop language. Focus in school on vocabulary and talking in full sentences. Autumn 2021: Use of Tapestry to model for parents and provide feedback with regard to reading and vocabulary development.</p>			
<p>Total budgeted cost: £12630</p>			

Tier 3 - Wider Strategies			
Desired Outcome	Chosen Action / Approach	Staff Lead	Review Date
<p><u>Therapy Dog and Forest School</u> Children who experience levels of anxiety on return to school will be able to access the sessions which are led by the SENDCO</p>	<p>Forest School costs - staffing and resources (£3400)</p> <p><i>PSHCE resources</i></p>	<p>SENDCO Forest School Lead DHT - Inclusion</p>	<p>July 2022</p>

<p>Forest School - sessions timetabled for all children through the academic year. Wellbeing initiatives across the school and resourcing of PSHCE curriculum School Chaplain appointment - November 2021</p>	<p>(£500 Annual Donation for Therapy Dog)</p>	<p>PSHE lead</p>	
<p>Evaluation: Spring 2021: Forest school sessions continued during Lockdown Summer 2021: Continued with sessions and reintroduction of Lottie (Therapy Dog) Autumn 2021: Parental participation in Forest School sessions</p>			
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to paper-based home-learning if required, so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Google Classroom - support for parents and staff from IT manager and computing lead.</i> <i>Online Learning Resources: to support children learning at home, such as Times Tables Rockstars, White Rose, RE resources and LGFL.</i> <i>Additional Purchases: IT equipment, additional licences and support from IT manager.</i></p> <ul style="list-style-type: none"> • <i>White Rose Maths Hub: Elevated Access paid for so this could be shared with parents.</i> • <i>Tapestry for YR from Sept 2020-21</i> <p><i>Home-learning paper packs are printed and ready to distribute for all children.</i> <i>No additional cost, as less printing for classroom resources</i></p>		
<p>Evaluation Spring 2021: Summer 2021: Autumn 2021</p>			
<p><u>Access to technology</u></p> <p>Children can access additional devices at home in the case of lockdowns, or in school.</p> <p>Also enables devices to be rotated and used through discrete teaching, supported intervention and independent online activities.</p>	<p><i>Devices to be used to further support online access to resources.</i></p> <ul style="list-style-type: none"> • <i>DfE allocation = 21</i> • <i>SCC Chromebook Donation = 30 (Licensing Cost= £450 one-off)</i> • <i>SJA - IPADS and Trolleys = 13 iPads and 5 Chromebook Trolleys (£7500)</i> • <i>School Device Procurement = 160 Chromebooks (£31000 inclusive)</i> <p><i>Total for school:</i></p> <p><i>No additional costs: devices were provided directly and set up costs completed in school by the School's IT Staff</i></p>		

<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning, if needed.</i></p>		
<p>Evaluation Spring 2021: purchase and setup of additional laptops and Chrome books - Disadvantaged pupils provided with a device to use at home during lockdown. Summer 2021: continued to make devices available for children - GC available for classes that had to isolate etc. A move towards Google suite for ease of access and collaboration. Autumn 2021: continued to make devices available - use of GC for homework and to provide support for children who are absent as a result of COVID</p> <p style="text-align: right;">Total Tier 3 wider Strategies: £42400</p>			

Total Budgeted Cost	£63,027
Cost paid through COVID catch-up	£ 18,295
Cost paid through charitable donations and other grants (including DFC)	£ 8,000
Cost paid through school delegated budget	£36,732