

Strategy Statement

In August 2020, the Government announced additional funding for schools to deliver Catch-up funding following the COVID 19 lockdown measures. As a school we try to use the expression 'Catch Up' in as limited a way as possible.

Recent comments from Sir Kevan Collins endorses this approach.

Catch up with what? Catch up with who? Catch up is measured how?? etc etc.

The amount allocated to Our Lady and St Joseph's Catholic Primary School based on eligible pupils is **£16,720** which equates to £80 per pupil from Reception to Year 6. In the autumn term, the school received **£4,000** of this funding. The total amount is subject to adjustment based on the schools current figures.

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

Effective home learning programmes have been found to mitigate the impact. There is an acknowledgement that while the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

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

The Cooper et al.(1996) study about the impact of summer closures has been widely cited. We should note that summer vacations in the US are typically around three months, about twice as long as those in England. The headline estimate for summer learning loss was about one month of learning, slightly higher in maths and lower in reading, and increasing with age, at least in reading. They estimated that in reading and language, "on average, summer vacations

created a gap of about 3 months between middle-and lower- class students”.

Teaching:

Great teaching is the most important resource schools have to improve outcomes for their pupils.

Targeted Academic Support:

There is extensive evidence supporting the impact of high quality one to one or group tuition as a Catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback:

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support:

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Our Aims

Our school priorities for use of Catch-up premium funding are:

- ·Stamina in writing
- ·Comprehension in reading
- ·Development of spoken English for those children who, during lockdown, did not speak English or hear English spoken. **The core approaches we are implementing are:**
- ·Training and coaching for staff to improve their pedagogy of learning and practice in the classroom.
- ·Investment in ICT and online reading support as well as online dual

language books for pupils and families to use to support remote learning and reading comprehension/language development at home.

- •Extended school day for targeted pupils across all year groups and small group tuition in the spring and summer term for those children who, despite quality first teaching, may still fall behind.

The overall aims of our Catch-up premium strategy are:

- To continue to raise the attainment of all pupils, particularly those who are deemed disadvantaged or have special educational needs or disabilities, and to close the gap created by COVID-19 partial school closures.

Barriers to future attainment – academic:

High percentage of EAL pupils. Limited vocabulary is a barrier to accessing higher level text and writing.

Pupils do not have access to online learning at all or produced work that was of very low quality. A small minority of pupils did not return immediately to school in September and therefore have even more catch-up to do.

Some pupils have had limited access to reading material during the summer term. Therefore their reading ages may be lower than expected at the beginning of the autumn term 2020.

Additional external barriers:

Some pupils have limited space and facilities for home learning, including access to IT facilities. School provided extensive loans of Chromebooks and anyone who asked for a device was provided with one.

Deprivation in term of cultural capital. Pupils do not have a wide range of experiences beyond the school day and exposure to high quality texts. Many parents have limited language to support their children.

Small group/1-1 tuition in spring 2/ summer term to ensure that gaps in learning continue to diminish for all pupils.

£12,000

Purchase of specific intervention programmes and resources to support

pupils who may be at risk of falling behind in reading

e.g. Destination reader, Oxford Owl

£1,000

Tutoring programmes delivered by Pearson Longman

1:3 small group tutoring in English and Mathematics for 15 weeks.

£2,000

Easter and half-term care clubs

£1,000

Total = £16,000

When producing this report, the school referred to the following information and research:

School context data

The Sutton Report

Research based Evidence from the EEF

- *·Rapid evidence assessment Impact of school closures on the attainment gap*
- *·The EEF guide to supporting school planning: A tiered approach to 2020-21*
- *·Metacognition and Self -Regulation: Evidence Review May 2020*

Results of staff and pupil consultation regarding engagement with remote learning and access to devices

Analysis of attendance records

