

# HOLY NAME CATHOLIC PRIMARY SCHOOL



## CORONA CATCH UP PREMIUM

Summary information					
<b>School</b>	Holy Name Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£24,400	<b>Number of pupils</b>	322

### Guidance

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.

The allocation of funding schools will receive will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in each year group from Reception through to 11. 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.

### Use of Funds

We have placed an order for 75 iPads with charging trolleys and iPad cases, which will support all pupils in our school. Children's learning will be enhanced using teacher directed programs. Online learning will be accessible for those pupils who have to isolate at home who do not currently have access to a device.

In a survey conducted in September 2020 from Years 1 to 6 inclusive, 23% of pupils either do not have a device at home to facilitate blended learning on line or they have to share a device with a sibling. Furthermore, some of these devices are mobile phones which cannot always facilitate some of the online learning programs we use at Holy Name. When not in use for home online learning, the iPads will be used in school for independent research across the curriculum. By so doing, we are utilising the funds allocated according to the principles of best value, and having extra resources for both home and school learning.

The impact of this expenditure will be monitored and evaluated by teachers who will observe pupil engagement with online learning at home. They will also monitor Pupil Progress, measuring the rate of attainment and progress based on NFER Tests conducted in Autumn 1. We used the Summer tests from the previous year group in Autumn 1 as a baseline when pupils came back to school in September and we will be using Autumn tests from the current year group at the end of Autumn 2 to measure progress.

The iPads will also be used to deliver after school "Catch Up" lessons in a less formal way through quizzes, games and fun activities when after school provision is permissible. The reasoning behind this approach is to foster an atmosphere that promotes well-being and engages the children.

Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed out, leading to gaps in learning. However, children still have an appetite for Maths and lockdown has not affected their attitudes. However, baseline tests have demonstrated that pupils are, quite simply, ‘behind’. This is having an impact on their ability to reason. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. The use of iPads will enable pupils to participate in Maths Catch-Up using sites such as Purple Mash, RM Maths, Times Tables Rock Stars, etc.
<b>Writing</b>	Children have not necessarily missed ‘units’ of learning in the same way as Maths. However, they have lost essential practising of writing skills. Question level analysis of NFER tests has given teachers areas to focus on to enable children to catch up on the specific knowledge that has suffered. Fluency in writing, is another area that has suffered through lack of participation in some cases. It appears that those who have maintained writing throughout lockdown are less affected. However, those who evidently did not write much during lockdown have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The use of iPads will enable pupils to participate in Purple Mash based writing activities both in class and at home when self-isolating.
<b>Reading</b>	The majority of children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher or family input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasing even further. The use of iPads will enable pupils to participate in Reading Comprehension and Reading Plus and Literacy Shed Plus activities set by class teachers both in class and at home when self-isolating.
<b>Foundation</b>	There are now significant gaps in knowledge – whole units of work have not been taught because of lockdown in the Summer term and the Catch-up Programme in the Autumn term, 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 usual curriculum experiences such as educational trips, visitors coming in to deliver assemblies and workshops as well as powerful curriculum moments that help to internalise key information which they will need to recall in future lessons. The use of iPads will enable pupils to participate in Foundation Subject activities set by class teachers both in class and at home when self-isolating.

Planned expenditure				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>When lockdown restrictions allow, after-school Catch-Up lessons will start, beginning with Y3 to Y6 and will focus learning on areas of work missed as identified in NFER baseline assessments in September 2020.</p>	<p>In conjunction with MGL, school has negotiated the purchase of 75 iPads for use in school and (on a loan basis) for online home learning. <b>£24,400</b></p> <p>An hour-long Cath-Up lesson will be held for every year group from Year 3 – Year 6 initially, focusing on areas of learning missed due to lockdown. <b>£0</b></p>		<p>AR</p> <p>AR</p>	<p>Feb 21</p> <p>Feb 21</p>
<b>Total budgeted cost</b>				<b>£ 24,400</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£24,400</b>
			<b>Cost paid through charitable donations</b>	<b>£0</b>
			<b>Cost paid through school budget</b>	<b>£0</b>
				<b>£24,400</b>