

# HOLY NAME CATHOLIC PRIMARY SCHOOL



## CORONA CATCH UP PREMIUM

Summary information					
<b>School</b>	Holy Name Catholic Primary School				
<b>Academic Year</b>	2021-22	<b>Total Catch-Up Premium</b>	£16261	<b>Number of pupils</b>	335

### 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 based upon pupils that are eligible for Pupil Premium funding, schools will receive 60% of £202 per Pupil Premium child. This will provide each mainstream school with a total of £121.50 for each Pupil Premium child in each year group from Y1 to Y6. 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 2021 to 2022 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### Use of Funds

The amount allocated to our school, based upon the figures above, is £10935; we have decided to supplement this amount so that we can employ a full time teacher to teach targeted interventions in phonics, reading and basic skills maths. The period of employment will be from October 2021 to March 2022, when we will re-assess the needs of our pupils. The pupils who will receive the interventions have been identified by rigorous assessment of their phonics and maths skills. The children's progress will be monitored through assessment every six weeks in phonics and at the end of every maths unit.

### 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. Teacher led interventions will help to fill any gaps in learning that class teachers have identified.

<b>Phonics/ 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. We have introduced the Read Write Inc English scheme and children will receive targeted interventions to improve phonic knowledge, fluency, vocabulary and understanding.
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Planned expenditure				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Targeted interventions delivered in phonics/reading and maths.</u> Progress made by children identified as most in need of phonics and basic maths interventions.	Teacher employed to deliver short, sharp interventions in phonics/reading and basic maths <b>£16261</b>		AR	March 22
<b>Total budgeted cost</b>				<b>£ 16261</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16261</b>
			<b>Cost paid through charitable donations</b>	<b>£0</b>
			<b>Cost paid through school budget</b>	<b>£0</b>
				<b>£16261</b>