

Our Lady & St Rose of Lima Recovery Premium Plan

Learning Living Loving together in Christ



Summary information					
School	Our Lady and St Rose of Lima Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,800	Number of pupils	210

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years 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	EEF Recommendations
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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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programs
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practicing of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in 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.</p>
Reading	<p>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 bottom 20% of readers have been disproportionately</p>
Non-core	<p>There are now significant 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.</p>

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

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>All children to have their own basic stationary in support of hygiene regimes. All classes to have maths manipulatives to show the maths and again to promote good hygiene.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>Purchase equipment. Purchase additional manipulatives for Maths across school.</i></p> <p style="text-align: right;"><i>(£1000)</i></p>		<p>SLT</p> <p>PK</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></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><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments</i></p> <p><i>Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p><i>Purchase software to identify individual gaps Easimaths Spelling Zone, Accelerated Reader. Time to review usefulness of Arbor assessments in reading and writing to identify the gaps</i></p> <p style="text-align: right;"><i>(£6000)</i></p>		<p>PC/AN</p>	<p>November 2020</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St Rose Catholic Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining St Rose.</i></p> <p style="text-align: right;"><i>(£500)</i></p>		<p>CT</p>	<p>Ongoing</p>
Total budgeted cost				£ 8500

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>Additional online learning resources will be purchased, to support children reading and Maths</i> £1500		SLT	Feb 21
<u>Access to technology</u> During the school day, children will have individual access to their own device to become independent and confident learning online learners during self-isolation periods. Also to have access to increased varied fluency, at their own level, leading to mastery. 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.	<i>School to purchase 60 Chromebooks to support children in accessing work online and at home if needed</i> £12000 <i>Laptops purchased for teachers</i> £3000		PC PC	Mar 21 Oct 20
				£16500
Total budgeted cost				£36500
Cost paid through Covid Catch-Up				£16800
Cost paid through school budget				£19700