



Our Lady of Compassion Catholic Primary School  
Catch-up Funding 2021-22



# Our Lady of Compassion

## *Catholic Primary School*

*“Compassion and achievement for all”*

### **Catch up Funding 2021-22**

**Draft – To be agreed by Governors 8th November 2021**



Signed: .....  
Print: .....  
Date: 8th November 2021



## *Compassion and achievement for all*

### *We are committed to providing the highest quality education for all our pupils*

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged pupils.” (Covid-19 Support Guide for Schools – June 2020)

#### **Teaching**

Great Teaching is the most important lever schools have to improve the 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 could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.



Summary Information					
School	Our Lady of Compassion Catholic Primary School				
Academic Year	2021-22	Total Funding	£9754	Number of Pupils	243

Guidance 	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in the years Reception through to 11.</p> <p>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</p>	
Use of Funds	EEF Recommendations
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	<p>The EEF advises the following:</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"><li>• Supporting great teaching</li><li>• Pupil assessment and feedback</li></ul>



Our Lady of Compassion Catholic Primary School  
Catch-up Funding 2021-22



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.

- Transition support

**Targeted approaches**

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

**Wider strategies**

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

Teaching staff and senior leaders have carefully identified how the impact of lockdown has affected individuals and groups of children in each class. Each year group has their own particular issues and therefore it is hard to generalise. Teaching staff are implementing strategies to address the key issues in each class. We have identified key issues that are evident across the school.



**Identified impact of lockdown – Core areas – knowledge – skills – confidence**

<p><b>Maths</b></p>	<p>Knowledge - Children appear to have retained an understanding of place value and the basic skills of addition and subtraction. However, they are struggling in more complex areas of multiplication and division and lack confidence in applying their skills to problem solving. Topics that are covered later in the year (those not taught by teachers last year); such as fractions, will need to be retaught and therefore require additional time, assessment and careful planning. Number fluency is a weakness - children have forgotten basic number facts and table facts. Knowledge of basic mathematical vocabulary is not as strong as it was. Confidence - Children have required or asked for additional support when tackling new concepts. They are over reliant on adult help and struggle to demonstrate resilience when tackling problems. Skills - Children in general have found it difficult to think deeply about mathematical ideas and struggle to discuss ideas in detail using accurate mathematical vocabulary.</p>
<p><b>Writing</b></p>	<p>Knowledge - We have noticed that the youngest children have ‘forgotten’ how to write particular sounds and construct sentences. Older children have struggled to remember key vocabulary and grammar terms such as; the eight parts of speech; how and when to use punctuation. Extended writing tasks have had to be scaffolded. Spelling skills are not as advanced as would be expected. Skills - In younger children fine motor skills are not as advanced as they could be. Handwriting skills and presentation skills have suffered. Confidence - The children lack the stamina (both physical and mental) to write extended pieces. 3 Our Lady of Compassion Catch-up Funding Reading Knowledge - Having assessed the children on return, there has been a decrease in the attainment level for reading and comprehension. Progression through the Read Write Inc. scheme halted in March - assessments in September have ensured children have been placed in new groups. Some older children have needed extra work on comprehension, fluency and expression. In some cases, particularly older children, we have needed to rekindle a love of reading</p>
<p><b>Reading</b></p>	<p>Knowledge - Having assessed the children on return, there has been a decrease in the attainment level for reading and comprehension. Progression through the Read Write Inc. scheme halted in March - assessments in September have ensured children have been placed in new groups. Some older children have needed extra work on comprehension, fluency and expression. In some cases, particularly older children, we have needed to rekindle a love of reading</p>



Our Lady of Compassion Catholic Primary School  
Catch-up Funding 2021-22



<b>Non-core</b>	Clearly, children missed the 2020 Spring and Summer term curriculum leading to gaps in knowledge and understanding. We are therefore offering a full range of foundation subjects. At the start of topics, it has been necessary to remind the children the key elements of the subject, e.g. reminding the children what Geography is and recapping on previous knowledge to gain confidence and remind children to ensure there is a building process in learning.
<b>Routines</b>	The children have adapted to the new routines really well. We have had reports from parents that the children were extremely tired by the end of the day.
<b>Pupil dispositions</b>	We have noted that the gap has increased between those children who were extremely conscientious during lockdown and others who were less able to complete home learning tasks. Children have settled back into school really well. Behaviour has been good although we are noting that the children require additional reassurance and support when working on problem solving exercises. Children are less independent. Younger children have not mastered basic skills; some children are over reliant on adult help when organising themselves. Some children have had to be reminded to focus - they seem to have lost that work ethic they had prior to Covid 19 and some have lost physical capacity, strength and stamina



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

Desired Outcome and how they will be measured	Chosen approach	Cost	Staff Lead	Review Date	Impact
<p><b><u>Teaching assessment and feedback</u></b></p> <p><b>EEF Recommendation</b></p> <p>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss</p>	<p>NFER Testing in Reading, Spelling, Maths, Punctuation and Grammar. NFER tests will be used to ascertain progress and attainment of pupils throughout the year. This will guide teachers to learning gaps and highlight those children, who have decreased in progress since March 2020, for intervention. Detailed diagnostic tests will inform whole class initiatives as well as identifying certain children who need additional help. At the beginning of the Autumn term, the children will complete the NFER tests from the previous year's Summer term. The analysis will enable teachers to have a clear picture of the whole class and identify children for early intervention. Test data (December 2021, March 2022 and July 2022) will be analyzed and used to identify the learning curves of pupils, increase of attainment from July 2021 to July 2022.</p>	<p>£0</p>	<p>AL &amp; AH</p>	<p>1st review March 2022</p> <p>2nd review July 2022</p>	<p>To be reviewed</p>



<p><b><u>Pupil Engagement</u></b></p> <p><b>EEF Recommendation</b> Schools may also consider how they assess pupils' engagement with school and their well-being. This may prove useful diagnostic information, whilst also support establishing new habits and behavioural routines.</p>	<p>Class teachers will identify those children who appear to have suffered most and who are struggling to re-engage with school. Effective diagnostic assessments such as the use of verbal questions, short answer quizzes and multiple-choice questions etc. will be used to precisely diagnose gaps and help identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly.</p>		AL & AH	<p>1st review March 2022</p> <p>2nd review July 2022</p>	To be reviewed
<p><b><u>Targeted Academic Support</u></b></p> <p><b>EEF Recommendation</b></p> <p>There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional</p>	<p>An additional teacher from within the school will be employed to teach groups and individuals on targets given by class teachers. The additional teacher will work Thursday and Fridays using a timetable agreed by teachers.</p>	£9113.94	AL & AH	<p>1st review Spring 2022 Full Governors</p> <p>2nd review Summer 2022 Full Governors</p>	To be reviewed



Our Lady of Compassion Catholic Primary School  
Catch-up Funding 2021-22



<p>practice or feedback. As a rule of thumb, the smaller the group the better. However, both small groups and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>					
<p><b><u>Transition support</u></b></p> <p><b><u>EEF Recommendation</u></b></p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs.</p>	<p>Staff development time and additional time in the Summer and Autumn terms will be devoted to an enhanced transition process. This is particularly important for those children moving on to secondary school and also those starting in Reception. Time will be spent on providing zoom meetings for parents of the Reception children and the children themselves so they are familiar with their teachers, routines and expectations. Class teachers will</p>	<p>3 Days £640.06</p>		<p>1st review July 2022</p>	



Our Lady of Compassion Catholic Primary School  
Catch-up Funding 2021-22



	<p>meet with previous class teachers to discuss individuals. The SENCo will meet with all class teachers to discuss individuals, their particular needs, and support plans. Individual SEN children will receive an enhanced transition and be allowed to visit school prior to the Autumn term.</p> <p>Teachers will work on establishing clear routines and outlining expected behaviours. This will reassure all children and adults that they will be safe and secure when attending school. The school will devote additional time to supporting social and emotional skills, liaising closely with parents and carers. The PSHE scheme One Decision will support this.</p> <p>Particular emphasis will be placed on supporting staff to deliver the Recovery curriculum. Teachers will adopt a compassionate approach which addresses and embeds the essential elements of relationship community, metacognition and space.</p>				
--	---	--	--	--	--