



Sacred Heart RC Primary School

Coronavirus (COVID-19): Catch-Up Funding Plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools have been advised to use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. Sacred Heart have prioritised improving the outcomes of Reading and Phonics this academic year and therefore this is the focus of the catch-up programme led by Mr Stubbs and Miss Middleton.

Catch-up plan

School name:	Sacred Heart RC Primary School						
Academic year:	2020-2021						
Total number of pupils on roll:	409						
Total catch-up budget:	£31,801	First installment:	£19,274.71 (£46.67 per pupil)	Second installment:	£12,526.29 (£33.33 per pupil)	Third installment:	
Date of review:	September 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Use sticky learning quizzes and new knowledge organisers daily	To ensure that previous learning is secure and can be recalled easily, with a particular focus in the autumn term on revising topics taught in the previous summer, which some children may not have engaged with at home during lockdown.	Children know and remember more. Greater progress is made by all pupils across the curriculum. FFT20 targets achieved by all pupils.	£ 0	All teaching staff.	Registration time each morning is used to revisit previous learning and complete sticky learning quizzes. Children are given post-it notes to attach to the knowledge display in class as a visual reminder of their knowledge and understanding from previous years.
Use the adapted Power Maths Scheme for 2020-2021 and purchase textbooks for each pupil	Reduced risk of virus-spreading because children have their own resources for Maths and are not sharing textbooks between classes. Children will work through reasoning and problem-solving questions at a faster pace because there is no requirement to copy questions into their books. The presentation of work in Power Maths books, in KS1, will improve and support understanding.	Fewer instances of bubble closures due to Covid-19. All children able to 'catch-up' learning lost in Maths due to school closures this year.	£5,246	Miss Middleton	All children in the autumn term were issued a Power Maths practice book.
Purchase new reading books and display them around school making	Further encourage children to read for pleasure and select books linked to our curriculum topics and themes. This	All children to make at least good progress in Reading and achieve FFT 20 targets. Any learning lost due to Covid-19 in	£388	Miss Dewhurst	Reading displays in communal areas, including the main office, are inviting and children can access new books easily.

them easily accessible for children.	will support children to catch-up learning lost over summer 2020 as they revisit prior and current learning through the texts they choose to read.	reading is recovered this academic year.			New reading books for each class are on display in the class library and are easily accessible for children.
Total spend:			£5634		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Additional high-quality phonics teaching (Up to 3 sessions per day)	Up to 100% of Y2 children to pass the phonics screening check in Autumn 2020. Up to 95% of Y1 children to pass the phonics screening check in June 2021.	Children identified as disadvantaged, lower attaining and those who had fallen behind due to the Covid-19 pandemic (minimal engagement with the home learning projects when schools were closed) are able to pass the phonics screening check. In doing so, these pupils can access the full curriculum and achieve KS1 outcomes comparable to their peers this year and in years to come.	£40,490 Associated Teaching Cost	Mr Stubbs Mrs Fletcher	Mrs Fletcher (Y1 teacher) is supporting Year 2 in the autumn term to deliver high quality phonics teaching to the children working in Phase 5 at 10:25-10:45am and 1pm-1:20pm each day. This is in addition to the Y2 class teachers and Mr Stubbs (Inclusion lead and teacher). There are four differentiated phonics groups in Y2 having up to 3 sessions per day. Mr Stubbs is supporting Y1 and Y2 for their daily phonics sessions. There are 5 differentiated phonics groups taking place in Year 1, twice per day for most children and 3 times per day for those on the catch-up program (and low attainers).

Focused guided reading groups for Y2-6 each day	Lower-attaining children and those who have been identified as having the greatest learning loss due to the Covid-19 pandemic, will participate in additional reading activities that promote reading skills such as inference and explaining answers using evidence from the text on at least two occasions each week with our experienced inclusion leader. The outcome will be that these pupils will make accelerated progress this year in reading and be at ahead of the Spring 2020 teacher judgement.	Summative assessments in reading for children on the catch-up program show that they are at least National Standard by the end of the academic year (unless SEND). Salford reading assessments show an increase in reading age and comprehension age by more than 1 year. Children will be more confident readers who are better able to access all areas of the curriculum.	£40,490 Associated Teaching Cost	Mr Stubbs Miss Coburn (Sacred Heart Alliance – Autumn term 2)	<p>3 x guided reading groups in Y3 3 x guided reading groups in Y4 2 x guided reading groups in Y5 3 x guided reading groups in Y6</p> <p>Each guided reading group is scheduled for 2x30 minute sessions with Mr Stubbs each week and the lower-attaining group has 3x30minute sessions per week. The objectives of the guided reading sessions relate to the year group reading targets and the children are developing their ability to answer comprehension style questions: articulating/recording their answers accurately.</p>
Total spend:			££40,490		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase additional electronic devices (ipads)	Classes able to book Ipads for use in school. More children have access to the internet at any one time for: LBQ, SPAG.com, MyMaths, School	All children on track to achieve FFT20 targets by the end of the academic year. Children identified as	£ 5800	Mr Johnson	32 Ipads have been purchased and added to the bank of 60 ipads currently in school.

	Jam, Rapid Read, TTRockstars and other websites that boost progress. Children can also complete independent research as part of their learning.	having experienced significant learning loss due to Covid-19 pandemic are able to 'catch-up'.			
Utilise Google Classrooms to ensure a blended approach to learning is well established in the autumn term with teachers, parents and children able to access work remotely.	Children can access learning at home during isolation. Parents are able to support children with their learning at home during isolation. Teachers understand how to use the website effectively to communicate new learning and develop children's understanding remotely and monitor children's progress and engagement with lessons remotely too, making attempts to contact children not participating in remote learning when necessary.	Progress is maintained for all pupils and they make their end of year targets despite potential bubble closures.	£1500 (reimbursed by government)	Mr Johnson Miss Middleton Mr Goulding Mr Tipton	<p>School Facebook page has been used to share help videos for parents on how to use Google Classrooms.</p> <p>The teachers have received support and training from Edutech on how to use Google Classrooms.</p> <p>Any child isolating is set work on Google classrooms at any stage in the year from 21st September 2020</p>
Total spend:			£7,300		

Summary report

The impact that the universal catch-up premium funding has had at Sacred Heart is that it has enabled our experienced Inclusion Leader to be non-class based this year and run regular reading and phonics interventions that have maximum impact on progress for children who have been identified as lower-attaining, and those who have not accessed learning during lockdown and have subsequently fallen behind. The funding has also provided additional electronic devices for school to enable pupils greater access to technology and websites that enable them to make accelerated progress in English and Mathematics as well as support learning in all other areas of the curriculum too.

Final spend:	£53,424
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