



**St Hugh of Lincoln Catholic Primary School**



**Covid Catch- Up Premium 2020-2021**

The government have allocated an amount of money for each pupil to enable to them catch up from the effects of being in lockdown due to COVID-19. 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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

<b>1. Summary Information</b>			
<b>School</b>	St Hugh Of Lincoln Catholic Primary School		
<b>Pupils</b>	207	<b>Total Catch up Premium</b>	£16.5K

<b>Catch Up Premium Grant</b>					
The three headings below allows us to show how we use our catch up premium money to improve classroom learning, provide targeted support and support whole school strategies allowing the children to catch up.					
<b>i. Quality of teaching for all</b>					
<b>Desired Outcome</b>	<b>Activity Selected</b>	<b>What this does?</b>	<b>Targeted pupils</b>	<b>Cost</b>	<b>How impact will be assessed.</b>
All pupils to show increased standardised scores of 95+ in Reading. All pupils to show increased standardised scores of 95+ Maths. All pupils to show increased attainment in writing.	Accelerated Reader: This has been purchased to enable us to accurately measure standardised scores because it will give us diagnostic information that teachers will be able to use to inform their planning.	We will use Accelerated Reader to analyse reading in more detail and be able to compare reading accuracy with comprehension levels, using standardised scores as a measurement tool.	Y2-Y6 LPA Pupils to sit Early Literacy Star Tests.	£2.5k	End of data progress meetings. Half Termly AR reports- show significant increase in the number of children from Year 2 and above achieving a standardised score of 95 and above.
	Training for Teachers including: Guided Reading modelling in class and training given by DHT. Training in planning for high quality remote learning to ensure teaching quality is still high by DHT.	Supports curriculum planning and effective use of technology e.g. remote learning, re-establishing behaviour management routine, increase in open ended questioning, improved scaffolding and explicit instruction, flexible grouping and	All children	£7.5k	

	Professional development on whole class teaching using rich texts via twilight sessions run by DHT. Professional reading materials for teachers purchased. Early Career Teacher support given by DHT.	cognitive/metacognitive strategies. Follow on support given by DHT in order to facilitate habit change.			
	Small group interventions (Daily Early Morning Maths Interventions). These will run in school and remotely during school closure. Reading support sessions given by DHT.	Interventions groups every day with class teacher at 8.45am when in school and after afternoon registration remotely.	All children Specific Children	£1.2k	
<b>Total Expenditure:</b>				<b>£11.2k</b>	

<b>ii. Targeted Support</b>					
<b>Desired Outcome</b>	<b>Activity Selected</b>	<b>What this does?</b>	<b>Targeted pupils</b>	<b>Cost</b>	<b>How impact will be assessed.</b>
Improve assessment to focus on diagnostic assessment to support great teaching.	NFER, SATS papers, Moderation. AFL/Classroom based assessment. SS scores reported termly Increase amount of open ended questioning when sharing class texts. Monitor social- emotional outcomes relating to how well pupils learn. Embed frequent low stakes multiple choice questions across subjects to support retrieval and review key knowledge and concepts to help pupils consolidate learning.	Supports great teaching, increases no opt for pupils and improves feedback including through teacher marking, self- marking and whole class. Pupils can react more rapidly to feedback because it is instant.	All and where gaps are identified 1:1/small group interventions can be given.	£1.5k	Summative: High Level – NFER Termly Diagnostic – Accelerated Reader half termly.

	Introduce Accelerated Reader.				
<b>Total Expenditure:</b>				<b>£1.5k</b>	

<b>iii. Other approaches</b>					
<b>Desired Outcome</b>	<b>Activity Selected</b>	<b>What this does?</b>	<b>Targeted pupils</b>	<b>Cost</b>	<b>How impact will be assessed.</b>
Mental Well-being of all pupils is good and all children are able to talk about their feelings and the zones of regulations. Combine emotional learning with curriculum.	Mental Well Being staff training by SENCO Zones of regulation Anxiety Training given by MAT EP.	Up skills the staff to enable them to support the emotional and well-being needs of the children. Allow the children to develop their resilience	All and specific children	£0.50k	Staff feedback shows that 100% of staff are more confident at dealing with the mental well-being of children. All children can confidently talk about the zones of regulations.
	Purchase of Mental Health resources.	Provides the children with strategies to cope with difficult situations and build their resilience.	All pupils	£0.1k	Children can share 3 examples of mindfulness techniques and explain how they can use them.
Children who have emotional needs are given the additional support that they need.	Contribution towards additional sessions for ELSA support with trained ELSAs. This is also to be offered remotely.	Give the children the emotional support they need in order to access their learning. All teachers to talk about character's emotions along with developing pupils' vocabulary to describe emotions.	16 pupils	£3.2k	Children are able to articulate their experience and feelings with regard to school closure
<b>Total Expenditure:</b>				<b>£3.8k</b>	

<b>Spending Summary</b>	
Staffing (Interventions/Support)	£8.7k
Resources (software)	£4.0k
Wellbeing support	£3.8k
<b>Total</b>	<b>£16.5k</b>

