

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	195	Amount of catch-up premium received per pupil:	£79.43
Total catch-up premium budget:	£15, 600		

STRATEGY STATEMENT
<p>First and foremost, the individual pupil is at the heart of everything we do at SS Peter and Paul Catholic Primary School, taking into account background, SEND, ability and is based on the Gospel Values.</p> <p>“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.” (Covid-19 Support Guide for Schools – June 2020)</p> <p>Our school priorities for use of catch-up premium are:</p> <ul style="list-style-type: none">• Stamina for writing.• Ensuring non-negotiables in handwriting, grammar, punctuation, and spelling are enforced.• High focus on phonics and application.• Reading comprehension skills.• Spelling focus, to ensure this does not hold children back from achieving age related expectations.• Recall of basic maths skills.• Catch up on content missed in maths.• Securing age-related calculation strategies.• Support the mental health and wellbeing of children to ensure that they are able to learn effectively. <p>The core approaches we are implementing are:</p> <ul style="list-style-type: none">• Employment of a part time catch-up teacher: deployed in Year 3 which has been identified as one of the priority year groups.• Training and coaching for staff to support them in getting children back on track and to improve their pedagogy of learning and practice in the classroom and online.• 1-1 and small group tuition in the summer term for those children who, despite quality first teaching, are still falling behind. <p>The overall aims of our catch-up premium strategy are:</p> <ul style="list-style-type: none">• To reduce the attainment gap between our disadvantaged pupils and their peers.• To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Loss of learning due to school closure.
B	Pupil attitudes to learning and resilience, and stamina to access learning for sustained periods of time.
C	Children not being able to make links to previous learning.
D	Changes in behaviour that could be caused by anxiety, changes to self-esteem and self-confidence.
ADDITIONAL BARRIERS	
External barriers:	
D	Children self-isolating due to testing positive for Covid-19 or due to being in contact with a positive case.
E	Partial or full closure of school.

1 Teaching

Quality First Teaching (explicit teaching, scaffolding, cognitive and metacognitive strategies and flexible grouping)
Identification of Key Performance Indicators for each year group that form the basis of autumn term catch up
Whole school focus on writing and vocabulary rich curriculum
Summative assessment of children
2 whole school week mini adventure centring on PSHE/mental health and well being
CPD - Phonics training for all teachers and TAs, Teams training for remote learning
Reading focus maintained through the use of VIPERS and whole class and targeted group reading
Therapeutic Story Writing (whole class based for first whole school mini adventure)
Remote Learning Offer in place should individuals or bubbles have to self-isolate
Additional teacher hours during the mornings for targeted year group



2 Targeted academic support

Pupil Progress Meetings to target children in greatest need of catch up
Identified children to receive intervention support
Emotional Literacy Support Assistant (ESLA) Lead available to support children throughout school
Effective deployment of TAs
Structured intervention support
Small group tuition (qualified teacher)

3 Wider strategies

Sustaining parental engagement
Social and emotional learning
Reinforcing behaviour routines
Breakfast Clubs

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Use of key performance indicators for reading, writing and maths for each year group to ensure that the basic skills children need to secure in each year group are taught first. Identification of KPIs through looking at what children have missed in the previous year.</p> <p>Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p> <p>Maintain our existing CPD focus on developing sticky-knowledge to build in opportunities for repeated learning of concepts which can be built upon year on year.</p> <p>Quality First Teaching supported by evidence-informed CPD for teachers and support staff.</p> <p>A broad and engaging curriculum that focuses on vocabulary acquisition and development. High focus on phonics and application.</p>	<p>Teachers will have a clear understanding of where children's gaps are and key focuses for year group. Children will have a secure base for learning.</p> <p>Children's prior knowledge will be activated, and knowledge will be committed to the long-term memory.</p> <p>Teachers will utilize techniques to ensure that children's knowledge is build upon and repetition of learning takes place so that children make good progress.</p> <p>All children will make progress and those that do not will be involved in intervention to swiftly catch up.</p> <p>Children will enjoy the full range of subjects taught at primary school.</p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.</i></p> <p>EEF's COVID-19 support guide for schools</p> <p><i>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 maintain classroom routines and recover any learning loss.</i></p> <p>EEF's COVID-19 support guide for schools</p>	<p>Data from summative assessments end of spring term and end of summer term.</p> <p>SLT monitoring provision of catch up plan.</p> <p>Subject leaders monitoring through discussions with staff, book looks and pupil voice/.</p>	<p>All</p> <p>SLT</p> <p>Curriculum Lead/ Subject leaders</p>	<p>Every term</p> <p>Every term</p> <p>Every term</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>Whole-class reading approach in KS2 underpinned by clearly defined formative assessment practices and use of VIPERS.</p> <p>Microsoft Teams used as a platform for remote learning sessions homework and live lessons.</p> <p>Feedback on tasks given via face-to-face learning or through the online platform.</p>	<p>Teachers will be mindful of learning which may not have taken place. They will prioritise the key knowledge needed for children to progress in concepts in foundation subjects.</p> <p>Reading skills will be much improved and rapid progress in reading is demonstrated on a termly basis.</p> <p>Parents, children and teachers will feel confident in the use of Microsoft Teams as a platform for learning.</p> <p>Children will continue to know what they have done well and their next steps to improve in English and maths.</p>	<p><i>Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.</i></p> <p>EEF's COVID-19 support guide for schools</p>	<p>Regularly review the use of Teams as a platform, ensuring parents can access this fully.</p> <p>Remote learning questionnaire to check parents thoughts around use of Teams and make relevant changes as appropriate.</p>	<p>IT technician</p> <p>SLT</p>	<p>During periods of partial/full school closure.</p>
Total budgeted cost:					£3,802
Impact					

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To enable improved access to the curriculum:</p> <p>Staff within class deliver intervention confidently. Same-day in-class intervention, pre and post lessons to plug gaps.</p> <p>Teacher led targeted group teaching for Year 3 pupils, using catch up funding.</p> <p>Identified children provided with additional support in small groups to ensure the attainment of those identified children improves and effect of lockdown is becoming negated.</p> <p>NELI and socially speaking intervention to help develop language skills.</p>	<p>Children make good progress as a result of intervention they are given.</p> <p>Children in these groups will make the most progress due to their small group focus.</p> <p>Children in these groups will make the most progress in maths and English due to their small group focus.</p> <p>Children in the EYFS and Y1 will increase their acquisition of language and can apply it in various situations.</p>	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.</i></p> <p>EEF's COVID-19 support guide for schools</p>	<p>Data from summative assessments end of spring term and end of summer term.</p> <p>SLT monitoring provision of catch-up plan.</p> <p>Subject leaders monitoring through discussions with staff, book looks and pupil voice.</p> <p>SLT to complete learning walks to ensure interventions are being run and are effective.</p> <p>Progress reports from specific intervention like NTP and NELI.</p>	<p>Class teachers</p> <p>SLT</p> <p>Subject leaders</p> <p>SLT</p> <p>Staff leading NELI intervention</p>	<p>Every term</p> <p>Every term</p> <p>Every term</p> <p>Every term</p> <p>Every four to five weeks as only running for 15 weeks in total.</p> <p>Every term</p> <p>Ongoing - during and after intervention has been completed.</p>
Total budgeted cost:					£14, 233.19
Impact					

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To enable access to a blended learning model:</p> <p>Provide ongoing technical support.</p> <p>Access government funded laptops to ensure our most vulnerable pupils have priority access to IT equipment so they can access classroom teaching and online materials.</p> <p>Ensure pastoral support given by contact home for disadvantaged children to identify barriers to engagement due to technology or lack of other forms of support.</p> <p>To provide support for families where parents or children may be reluctant to come to school due to concern/anxiety over the pandemic.</p> <p>Use peer support to ensure teachers are focused on closing gaps for disadvantaged children that would potentially be greater in a blended learning environment.</p>	<p>Teachers will be able to teach remotely as and when needed.</p> <p>Children will have access to technology during partial closure and when children are self-isolating.</p> <p>Children will feel part of the community and supported during partial closure and self-isolating.</p> <p>Children and families feel reassured that safety measures in school are in place and allow attendance to be high. Concerns are address rapidly to ensure that children remain in school.</p> <p>Teachers know the best way of supporting pupils. Children make good progress.</p>	<p><i>Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation have continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils.</i></p> <p><i>Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school. Additionally, 'Burst bubbles' and intermittent attendance is likely to be harder for schools to manage. While there isn't much high quality evidence to support specific strategies, it is clear that planning to continue to support families and sensitive communication with parents and carers will prove vital.</i></p> <p>EEF's COVID-19 support guide for schools</p>	<p>Regularly review the use of Teams as a platform, ensuring parents can access this fully.</p> <p>Complete parent surveys which determine children's access to IT equipment.</p> <p>Complete a register of pupils in school and at home learning. Conduct telephone calls if children are not engaging with home learning.</p> <p>Curriculum leaders and/or subject leaders are regularly checking in with staff to offer support.</p> <p>Regularly checking up to date government guidance and local authority guidance.</p>	<p>IT technician</p> <p>Administrator IT technician</p> <p>Office staff SENDco SLT Class teachers Teaching Assistants</p> <p>EWO and Family Support Worker and AHT</p> <p>SLT Subject leaders</p>	<p>Every term</p> <p>Every term</p> <p>Every fortnight during partial school closure if child not attending school under vulnerable or critical worker status.</p> <p>Every fortnight</p> <p>Every half term</p>

<p>Delivery of food parcels or vouchers during bubble closures, term time full closures and in school holidays following national and local advice on how to access these provisions.</p> <p>Ensure that parents of disadvantaged children are aware of any other help/support offered through central or local government</p>	<p>Children who are FSM are provided with a healthy meal during the summer holidays.</p> <p>Families have access to a range of different support available during term time and the holidays.</p>			Administrator	
					<p>Total budgeted cost: £6,032</p>
<p>Impact</p>					