

COVID-19 catch-up premium spending: summary



SUMMARY INFORMATION			
Total number of pupils:	99 (full time)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	99x£80= £7920		

We aim, within our small school, to develop thoughtful individuals, confident and resilient children of all ages who understand the positive contribution which they can make to the world and their status as God's precious children.

God's children learning together; looking after His world and each other.

Show love; act justly; give thanks.

RATIONALE:

The Catch-up Premium is designed to mitigate the negative impact of lost learning experienced due to Covid-19. Significant disruption not just to learning, but to the children's routines and interactions has had a detrimental effect upon the emotional and mental wellbeing of all pupils in addition to the more obvious educational implications. Although the vulnerable and disadvantaged have been particularly affected, this unique grant per pupil acknowledges that all children need support.

Barriers to learning:

Assessments undertaken both during the Summer term (informal) and during the first 3 weeks of term indicated:

- For almost all children, learning patterns had been disrupted: younger children needed more direction to settle to tasks; older children found it more challenging to concentrate for age-appropriate periods and writing stamina was significantly reduced.
- A minority of children found it more difficult to uphold our values in their behaviour choices, particularly in controlling emotions in their interactions with others; some children already accessing nurture groups presented as more withdrawn or anxious. 12% children identified as needing support (in class or in small group) not required pre-lockdown.
- Although engagement with remote learning was high (over 80% accessing some learning) and a high percentage of children returned to school during the summer (75-87% of children eligible) gaps in learning had occurred.

Baseline assessment September 2020:

Historically outcomes are usually at least in line with National levels for Age- related expectations (ARE)

	Reading		Writing (including spelling and grammar)		Maths	
	St Mary's ARE+	National ARE+	St Mary's ARE+	National ARE+	St Mary's ARE+	National ARE+
Year 1	40	75	33.3	69	53.3	76
Year 2	69	75	61.5	69	76.9	76
Year 3	56.3	73	50	75	50	79
Year 4	45.5	73	36.4	75	45.5	79
Year 5	64.3	73	64.3	75	57.1	79
Year 6	57.2	73	71.4	75	71.5	79

Children where new issues arisen or gap with peers wider than pre-lockdown:

	Reading/ phonics/ Speaking and Listening	Spelling	Grammar and Punctuation	Maths	Emotional/ mental wellbeing
Foundations Stage 2	13%				20%
Year 1	46%	87%	87%	40%	20%
Year 2	23%	77%	All	23%	23%
Year 3	19%	All	46%	All	19%
Year 4	36%	All	All	All	18%
Year 5	7%	All	14%	21%	14%
Year 6	14%	7%	7%	21%	14%

Additional barriers:

Attendance was already a cause for concern for 4 children pre-Covid; 3 of these are also in receipt of Pupil Premium

Not all families have a device on which to access remote learning; 9 children were hand-delivered printouts during lockdown and 3 were given loan of a laptop.

AIMS

- To ensure that all children feel happy and secure in school and therefore ready to learn.
- To raise the attainment of all pupils and close the gaps created by Covid-19 closures
- To narrow the identified gaps between disadvantaged children and their peers.

STRATEGY

Learning cannot take place unless pupils feel secure and valued; this is at the heart of our vision and ethos. Government guidance requires that core learning, particularly in areas such as reading where skills are transferrable, must be prioritised. Key concepts provide the foundations upon which future learning can build. Children learn best when they are engaged and that teaching is undertaken by a known professional.

The Education Endowment Foundation has produced a support guide for schools to help us make the best use of funding.

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Recommendations include:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- 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

Our catch-up plan therefore comprises 4 stages:

Stage 1 (September 2020):

- Rapid reestablishment of school routines and learning behaviours.
- Use of whole class and small group interventions to aid mental and emotional recovery using resources such as the Rainbow Pathway <https://www.edsupport.org.uk/Page/17445>
- ensure that staff are ready to provide quality remote learning experiences in the event of bubble closure through staff training: vulnerable children given access to technology through purchase of Chrome books.
- Detailed assessment to ensure best use of whole class teaching and targeted interventions

Stage 2 (October-December 2020):

- Continued quality first teaching focussed upon core learning and identified gaps
- Additional small group and individual interventions as identified during whole school INSET; additional hours given to TA who is also a qualified teacher
- Maths Coordinator to give additional support to KS2 to ensure teaching can best match needs of children (year 6 3 times per week)
- ELSA (emotional support) groups established for KS1 and 2 (continue as needed)
- Regular progress meetings to establish successes and next steps, including where best to target external provision

Stage 3 (January-April2021):

- In-school interventions continue with adaptations as necessary
- External support as identified.
- Progress meetings to identify best use of remaining catch-up premium

Stage 4: May-July 2021

- Implementation of support as identified: this I likely to include both additional TA hours (continued) plus release time for class teachers for writing groups
- Celebration of successes
- Data analysis and transition meetings to establish best way to support children in their move into the next academic year/ class/ school

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

Intent	Implementation	Impact (once reviewed)	Staff lead	Cost
<p><u>Supporting great teaching (stages 1-4):</u> To improve quality of remote learning available</p> <p>To ensure objectives in core subjects best match needs of all children</p>	<p><i>Staff meeting: blended learning and use of Microsoft Sway</i></p> <p><i>Support for less experienced staff from subject coordinators</i></p> <p><i>Regular quality assurance activities: work scrutiny; learning walks; planning discussions both by SLT and representatives from SNMAT</i></p>	<p>Outcomes in reading, writing and maths, for children in all year groups, will be in line with or better than national data</p> <p>Staff have in-depth knowledge of individual strengths and areas of</p>	MP	Met by school budget

<p>To ensure planned activities provide clear structure in learning</p> <p>To ensure consistency in assessments and robust target setting</p>	<p>Joint writing moderation with partner school</p> <p>Half termly progression meetings (6 x 45mins per year x 4)</p> <p>Staff meeting: feedback. Review of marking policy in light of DfE webinar</p> <p>Gaps in writing during stage 1 addressed by whole class teaching/ in-class support</p>	<p>development to enable effective planning.</p> <p>Marking and feedback is meaningful and time-efficient</p>		
---	---	---	--	--

ii. Targeted approaches				
Intent	Implementation	Impact (once reviewed)	Staff lead	Cost
<p><u>Intervention programme</u></p> <p>To utilise appropriate interventions and classroom support to close the gaps in children's values, learning skills and academic achievements</p>	<p>TA support(qualified teacher) using additional hours(9 hours) Stage 1 and review):</p> <p>2 x LKS2 maths groups 30 mins x 2 each</p> <p>1x LKS2 reading group 30 mins</p> <p>3 x individual reading KS1</p> <p>3 x phonics</p> <p>1 x English, 1 x Maths UKS2 group 60 mins</p>	<p>Children identified for support have learning gaps healed and make more rapid progress than their peers</p> <p>Emotional needs are soothed and as a consequence effective learning takes place</p>	<p>KW</p>	<p>Autumn term from Oct £1170</p> <p>Spring Term £1560</p>
<p><u>1-to-1 and small group tuition</u></p> <p>To close the gap in reading, writing and maths and ensure number of children exceeding age-related outcomes is at least in line with national figures</p>	<p>Training and delivery of Lexplore diagnostic and intervention programme for reading: yr1-6.</p> <p>2 years' licence purchased with training for 2 staff members.</p> <p>Third space learning: one to one individual maths programme weekly: 5 children identified in year 5.</p>	<p>Children will make rapid progress and attainment will be brought nearer in line with their peers</p>	<p>CS</p> <p>MP</p>	<p>Lexplore: £648</p> <p>Third Space learning: £220 per child per term x 5= £2200</p>

<p><u>Extended school time</u> Maths (Stage 1 and beyond): to ensure children most impacted by Covid in Y6 meet prior expectations of reaching or exceeding the standard</p> <p>Writing (stage 2 and beyond): to ensure children previously identified to work at greater depth within the target meet that expectation at the end of KS2</p>	<p><i>Use of lunchtime and after school club (one to one maths buddies; writing group) 1 x 1hour session per week.</i> <i>3 x maths children identified (review Feb)</i> <i>5x writing children identified</i></p>	<p>Carefully matched objectives ensure precise teaching to plug the gaps.</p> <p>Collaboration between experienced and less experienced staff promotes best outcomes and provides CPD.</p>	<p>Maths: TD KW MP</p> <p>English: MP</p>	
---	---	--	---	--

iii. Wider Strategies				
Intent	Implementation	Impact (once reviewed)	Staff lead	Cost
<p><u>Supporting parents and carers</u> To strengthen the partnership with parents to ensure learning is enhanced at home</p>	<p><i>Use the website and ClassDojo to their full capacity by uploading videos to the video sharing area; publishing termly topic plans, content cards and homework; celebrating children’s work and external web links.</i></p> <p><i>Publish FAB (achievement) list weekly.</i></p> <p><i>Maintain regular contact with parents with feedback via ClassDojo</i></p> <p><i>Implement blended learning strategy in event of bubble closure or individual isolation, to include telephone conversation with one staff member at least once a week</i></p>	<p>Parents have a good understanding of the work and learning happening in school and as a consequence continue this learning at home.</p> <p>If school is in lockdown or remote learning needs to take place, little interruption happens and children continue to access a broad and balanced curriculum.</p> <p>Parents know precisely children’s strengths and targets and as a consequence partnership between school</p>	<p>MP</p>	

		and home is strengthened for the benefit of the child		
<u>Access to technology</u> To provide staff with the necessary technology to implement remote teaching	<i>Ensure teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home</i>	Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.		
<u>Summer Support</u> NA				
			Total budgeted cost	£5578 to Easter 2020
			Cost paid through Covid Catch-Up	£5578
			Funds remaining to be allocated according to need Summer term:	£2342
				£7920