

# COVID-19 Catch-up Premium Report

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## COVID-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	275	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£22,000		

### **The Reconnection Curriculum at St. Peter's**

*'We will teach an ambitious and broad curriculum in all subjects following the school closure, but also make use of existing flexibilities to create time to cover any missed content. By doing so, we will be reconnecting pupils with knowledge, but also with school and the classroom learning.'*

### **Covid 19 Catch Premium Strategy**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID19). 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. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. 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.

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 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. The EEF advises the following: Teaching and whole school strategies: Supporting great teaching, Pupil assessment and feedback and Transition support Targeted approaches: One to one and small group tuition, Intervention programmes and Extended school time Wider strategies: Supporting parent and carers, Access to technology and Summer support.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic Barriers

<b>A</b> <b>Reading</b>	<p>In EYFS a significant proportion of the children are struggling to access the RWI scheme because they do not have the listening skills required and cannot discern sounds.</p> <p>In KS1 although some children have made expected progress or were attaining age related expectations, some have now been placed in a lower group than they were before Christmas. Daily RWI video links were sent to homes via email and children who viewed these have made good progress and are now between 1-3 groups higher than they were before Christmas. This is also the case for children who received daily RWI lessons in school as vulnerable/key worker children. RWI individual tuition will be provided for the lowest 10% of the key stage using catch up funding.</p> <p>In Lower KS2- There was evidence that some children (mainly boys) had not read regularly during Lockdown and this has impacted on their level of interest and fluency. Assessment using Accelerated Reader, showed that some children had made less progress and this included some children who had continued to read at home, but had missed out on the key element of 'teaching reading'.</p> <p>In Upper KS2-The gap seems to have widened between those children who are avid readers and have read consistently throughout lockdown, to those who have not read regularly whilst being at home. There is a wide range of children's reading ages because of this.</p>
<b>B</b> <b>Writing</b>	<p>In EYFS- The children's fine motor skills are behind those of previous cohorts and activities have been tailored to meet this need both inside and outside the classroom. Many more children than usual are unable to write their name and this is practised every morning.</p> <p>In KS1-Those children who have been heavily supported by adults are displaying a reluctance to tackle spellings independently using their sounds. There has also been a noticeable impact, once again, on stamina. Children are reluctant to write at length and seem to struggle to keep their focus for prolonged periods of time. Some complain of aching fingers so fine motor activities have been included into planning.</p> <p>In Lower KS2-The less able children have lost confidence and have struggled to retain previous learning and therefore have had to go back to basics. Handwriting and overall presentation has slipped, and this has needed regular practice. It has taken time for these children to engage in their learning and become a little more confident to work with more independence.</p> <p>In Upper KS2 Children have needed more scaffolding for writing across a range of genres, this is to support the layout but for some of the lower ability children this has been with the content of their writing as well. Stamina for writing and concentration has been affected as well.</p>

C Maths	<p>In EYFS- Many of the children have struggled with key maths concepts since returning to school, such as subitising, simple addition and subtraction activities and recognition of numbers to 10, therefore the children’s early math understanding has been impacted by the school closure.</p> <p>In KS1- The White Rose videos ensured that children at home were receiving exactly the same input as those at school and that parents were supported to use methods taught in school when completing maths work with their children. This concept was further enabled by Purple Mash and Mathletics as the teacher was able to set tasks for those at home which were also being completed in school.</p> <p>In Lower KS2- The less able children have lost confidence and have forgotten basic number skills. Although they are able to access some objectives from the year group they are working from, there are clear gaps in their learning.</p> <p>In Upper KS2- Children have needed lots of practice of times tables and had forgotten the ones they’d learned last year. The less able children need regular practice of basic skills at any time, so therefore a lot of reinforcement and repetition is needed here.</p>
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ADDITIONAL BARRIERS	
External barriers	
D	Pupils’ characteristics of resilience, perseverance and their emotional needs, including self-esteem, have all been affected during the school closure.

## Planned expenditure for current academic year

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?
Additional Blast and Read, Write Inc, NELLI, Group sessions and one to ones in EYFS and KS1 and focused group work in maths for KS1 pupils.	Over and above the children’s daily phonics session there will additional sessions delivered on one afternoon per week with targeted children.	One to one and Small group tuition is effective to address the gaps in the children’s phonological knowledge and Maths skills.	The EYFS and KS1 lead will plan, implement and evaluate the additional sessions making sure the programme is delivered effectively.	CC EYFS Lead SH KS1 Lead	Half termly. <i>Impact- Phonics scores improved before the end of the year and progress in maths was above expected across KS1</i>

<p>Across Key Stage 2 targetted children will receive additional support through 1 to 1 and small group tuition in reading, writing and maths to address any gaps in learning.</p>	<p>The children make rapid progress to close the gap with age related expectations.</p>	<p>One to one and Small group tuition is effective to address the gaps in the children's learning.</p>	<p>Through mini assessments, a base line of all children is being conducted for basic skills and arithmetical proficiency in maths. From the analysis, individuals and groups of children are being targetted for additional support.</p> <p>Each team uses the targeted children list created from baseline and end of term assessments to form a provision map which outlines the support for each child and group and a timetable is finalized.</p>	<p>Phase Team Leaders RC &amp; MF</p>	<p>Half termly <i>Impact- Progress in reading, writing and maths across KS2 was above expected by the end of the summer term.</i></p>
<p>Catch Up funding is used to purchase extra resources of Set 1 phonics words, magnetic letter and white rose resources needed for these groups.</p>	<p>The children make rapid progress to close the gap with age related expectations.</p>	<p>The resources are required due to more children than normal being in particular groupings.</p>	<p>Resources are identified by Phase Team Leaders and Subject Leaders to complement the resources already in school.</p>	<p>Phase Team Leaders RC &amp; MF Maths Lead AO English Lead RC</p>	<p>Half termly <i>Impact- Read, write Inc and maths lessons were suitably planned and resourced to support the delivery of he programmes effectively.</i></p>

Total budgeted cost:					£16,500
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?
Pupil receive the social and emotional support they require through mentoring in school, sessions with Camhs, forest schools, Outdoor and Adventurous Activities and holiday clubs based upon drama and art based therapies.	The programmes enable the children to once again build up their resilience and self esteem which as a consequence will support their positive approaches to learning in the classroom and in the wider work of the school.	Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. A number of disadvantaged pupils struggle socially or emotionally. Nurture times can ensure that they feel safe and happy in school and so, ready to learn. The activities at the outdoor learning centre can help build skills.	Learning Mentor MH to deliver Mentoring and holiday programmes and work closely with Camhs. Forest Schools Programme offered to groups of children. Outdoor and Adventurous Activities planned and delivered. Impact on learning to be monitored through school council and learning walks etc.	MH RU JD	Half termly <u>Impact</u> - The children received the programmes they required both in school, offsite and during holidays to support them socially and emotionally which has been reflected in how they present in school.
Total budgeted cost:					£5,500