

St. Andrew's COVID-19 Catch-Up Premium Report

COVID-19 Catch-Up Premium Spending: Summary

SUMMARY INFORMATION					
Total number of pupils:	416 pupils	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£33,280

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Schools have been allocated funding on the basis of £80 per pupil for pupils in Reception to Year 6. 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.

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 pupils. Schools are expected to use this document to help them direct their additional funding in the most effective way.

The EEF advises the following, as best practice:

Teaching and whole school strategies

- Supporting teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group work
- Intervention programmes
- Social and emotional support where necessary

Our overall aims for the funding are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between our disadvantaged pupils and their peers

Barriers To Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning basic mathematical skills including multiplication, division and fractions
B	Gaps in reading fluency and phonetic knowledge
C	Fluency in writing

ADDITIONAL BARRIERS

External barriers:

D	Mental health and well-being of key pupils
E	Engagement with remote learning
F	

Planned Expenditure for Current Academic Year

Quality of Teaching for All					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
<p>Maths We assessed all pupils in October 2020 to ascertain current gaps in knowledge and skills. A whole school focus on basic mathematical skills was incorporated from October to December 2020</p>	<p>Children will have secured key skills in multiplication, division and all aspects of fractions at an age-appropriate level.</p>	<p>Targeted support in key identified areas, working with in attainment groups, is effective in gap filling. EEF research on within class attainment groups</p>	<p>SLT will review areas identified and pupils will be reassessed at the end of the teaching period.</p>	<p>CM</p>	<p>April and then July 2021</p>
<p>Reading A new phonics strategy is to be introduced to EYFS and KS1, using Little Wandle resources. Books, scheme and resources purchased</p>	<p>In Reception and Year 1, Children will rapidly gain phonic knowledge and be able to read fully decodable books at home to practice reading at an early stage</p>	<p>DfE guidance: Choosing a phonics teaching programme - April 2021 Teaching the foundations of literacy – July 2021</p>	<p>Two Early Reading Leads have been appointed and they will monitor progress at half termly intervals through observations and tracking Robust and thorough training for all staff in EYFS, KS1 and Senior Leaders in the first two weeks of the Autumn term.</p>	<p>JS</p>	<p>December 2021</p>

<p>Writing Investment in The Literary Curriculum for children in Years 3 and 4</p> <p>Book based unit throughout the school to support opportunities for authentic writing.</p> <p>Invest in No More Marking to support robust moderation in Years 2 and 6, as well as across KS1 and 2.</p>	<p>All children will receive high quality, carefully structured reading, grammar and writing lessons</p> <p>Every class to receive a copy of one of three titles, linked to nature and the environment. Lesson plans to be followed to encourage and engage children in writing.</p> <p>Gaps are reduced in writing, through swift and accurate moderation.</p>	<p>A book-based approach to writing has been shown to support oral and written language, writing for a purpose and develop a love for language.</p> <p>Winner of the Teach Primary Awards 2020 Recommended by CLPE.</p> <p>HT and DHT have attended courses using NMM. Consultations with partnership schools.</p>	<p>Half termly review with both year group teachers. Book scrutiny and use of resources to support high quality teaching of writing.</p> <p>Book scrutiny</p> <p>No more marking will support moderation of writing across the school. Full training will be offered to all teachers.</p>	<p>JS</p>	<p>January 2022</p> <p>October 2021</p> <p>June 2022</p>
Total budgeted cost:					£4,200

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?
Small group support for KS2 pupils was delivered by teachers, after school, based on gaps in reading and Maths	Children would be able to improve their knowledge and skills in identified areas	High quality teaching for short periods of time, focusing on key skills and knowledge will be effective in improving overall outcomes EEF Small group support	Baselines will be set from October 2020 results and areas identified. Teaching will take place in groups until December 2020 and then pupils will be reassessed. This programme continued with small groups after the second Spring 2021 lockdown.	CM and JS	July 2021
Withdrawal of ability groups by SLT in Y2, Y4 and Y6 to support focused teaching and learning	Children would make accelerated progress against baseline	High quality teaching for short periods of time focusing on key skills and knowledge to improve overall outcomes. Groups will change according to need. EEF Small group support	Baselines will be set from October 2020 results and areas identified. Teaching will take place in groups until December 2020 and then pupils will be reassessed. This programme continued with small groups after the second Spring 2021 lockdown.	CM, JS, KJ and JB	July 2021
KS1 and Y3 reading support for key weaker children, delivered remotely and in school Training led by DHT	Pupils would maintain or improve levels despite a lack of reading support from home	The benefits of 1:1 support from a skilled TA are recorded in the EEF evidence summary. We identified 3 key staff members to deliver this programme	DHT observed live lessons to ensure high quality and assessments were made at regular intervals to check progress. This is on-going	JS	July 2021 Dec 2021
Total budgeted cost:					£27,580

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?
To improve Mental Health and Well-Being for some identified pupils through mindfulness and 1:1 counselling	Pupils will feel supported and will develop resilience and coping strategies through work with the Parent Support Advisor	Our PSA has worked extensively with pupils and parents and pupils report how supported they feel and the positive impact they have received through this work	Our PSA is highly qualified and skilled in identifying needs. She will work both remotely and live, with identified pupils on a weekly basis. HT will ensure that this can be facilitated. Our PSA ascertains success through her assessment strategies	JG	December 2020 March 2021 July 2021
To engage hard to reach pupils with remote learning through 1:1 conferencing by SLT and home visits	Pupils will be able to engage with the learning and maintain/improve their outcomes	All children need to be able to engage with the home learning in order to move their learning on. It is vital that we explore every avenue to ensure that children are able to engage.	Class Teachers and SLT monitor engagement as well as the quality of work and contact pupils and parents if the children are not achieving their best	JS, CM and KJ	December 2020 March 2021 July 2021
Total budgeted cost:					£1,500

ADDITIONAL INFORMATION

- NFER assessments were taken in October 2020, April 2021 and July 2021
- Evidence from the EEF studies
- Results of staff and parent consultation
- Analysis of remote learning engagement records on Teams