

Covid-19 Catch up Premium Strategy



Earley St Peter's
CE Primary School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	482	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£38,560		

STRATEGY STATEMENT

When pupils returned to school, teachers assessed current attainment and identified learning losses. This process included reviewing prior attainment of each pupil in reading, writing and maths so that each class teacher was aware of the projected trajectory of every pupil their class. Our strategy is flexible and responsive to ensure increased provision is provided for pupils who have fallen behind so that they make accelerated progress and that in time each child's attainment is in line with their target. Initially, the catch-up support will be for pupils in upper Key Stage 2 and for younger pupils in KS1.

The school's aims are:

- To increase the progress of pupils affected by the COVID-19 school closures and close the attainment gap between them and their peers
- To reduce the attainment gap between disadvantaged pupils and their peers

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

i	KS2 pupils in Year 6 support in comprehension to reach ARE
ii	KS2 pupils in Year 5/6 support for SPAG to reach ARE
iii	KS2 pupils in maths for most children to reach ARE – focus on fluency, rapid recall and revisiting calculation strategies
iv	KS1 pupils requiring additional phonic support to aid decoding and fluency in reading
v	KS1 booster groups for the lowest 20% of attainers in core subjects

Identified impact of lockdown

Maths	Specific content has been missed during the lockdowns which had led to gaps in learning and a delay in the delivery of the planned sequence of learning. Recall of basic skills has been noted for the majority of children – mathematical fluency has been identified as some children are not able to recall addition facts as quickly as they previously did. Times tables need to be re-learned and practised regularly. Some calculation strategies need to be re-visited in all year groups.
Writing	Across the school, children's writing skill have been impacted negatively. Focus on writing and stamina required to complete writing tasks has been identified as an issue in all cohorts. Focus on presentation is required and for younger children handwriting formation needs to be re-learned.

Reading	For the younger children gaps in phonic knowledge and application need to be addressed. Despite a focus on the preparation of high quality reading resources during the lockdown, children are less fluent in their reading, especially in the lower year groups. The gap between those children that read widely during lockdown and those children who did not is now wider.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences that are designed to enhance learning such as workshops, trips, visitors.
Wellbeing	We recognise the impact the lockdown has had on the mental health of some of our children and families. There are some children who have been happier learning at home and find the transition back to school more challenging and there are others whose mental health has deteriorated during this time and require additional support.

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?
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Ensure all teaching staff identify those who require catch up	Staff will have identified the individual needs of the children and will have put the appropriate provision to aid with catch up in place and have evaluated its effectiveness	EEF research shows effective interventions and QFT result in good gains	SLT will ensure that teaching is of a high quality and that groups are provided for.	SLT	Half termly pupil progress meetings
Provide training for all staff that are required to support			SLT to monitor results and challenge underperformance through Pupil Progress meetings		
Complete effective assessments – formative and summative					
Provide training for effective remote online learning					
Total budgeted cost:					£9,700
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?

Employment of a qualified teacher to support pupils in comprehension and SPAG	Improvement in percentage of pupils reaching ARE in reading and SPAG by the end of KS2	Assessments identify children who have fallen behind their projected attainment based on KS1 attainment EEF Reading comprehension strategies focus on the learners' understanding of written text. 6 months additional progress	Monitor progress through pupil progress meetings and discussion with class teachers	KS2 Leader and SLT	Termly review
Employment of additional TA in KS1 to support additional phonics group and lowest 20% of attainers in each class across the week.	Improvement in phonics attainment in Year 1. Improvement in progress in reading, writing and maths for lowest 20% of pupils	EEF Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Assessments identify lower attainers who have fallen further behind.	Monitor progress through pupil progress meetings and discussion with class teachers	KS1 Leader and SLT	
Invest in resources to embed a CPA approach in mathematics across the school.	To help pupils develop a deep understanding of maths concepts and improve outcomes in EYFS, and KS1	Identification of gaps in mathematical conceptual development in younger pupils	Monitor progress through pupil progress meetings and discussion with class teachers	EYFS /KS1 Leaders and SLT	
Total budgeted cost:					£18,858

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?
Increase hours for the school's Pastoral Support Link	Provide support to a larger number of pupils and families identified to receive positive mental health support.	The school has identified a growing number of pupils and families requiring support in order to transition successfully back into the school learning environment. EEF - Social and Emotional Learning Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	Regular meeting with SLT and PSL to review pupils and families and identify next steps.	PSL	HALF TERMLY
Boxhall Subscription and training	To provide entry and exit data for pupils identified for support.	Early identification through observation skills will enable staff to understand children's difficulties and set appropriate targets to reinforce appropriate behaviour, skills and self-esteem.	Review of targets set with PSL and class teacher and report to SLT.	PSL	Half termly
Total budgeted cost:					£ 10,002

Governance – monitoring the effectiveness of the Covid Catch-Up Premium Strategy

<p>Governors involved: Chair of Governors, EXECUTIVE HT/DHT, Chair of CDC</p>
<p>Committee meeting dates: Spring: February 2021 Summer: June 2021</p>