

COVID Catch-Up Premium Report

SUMMARY INFORMATION

Total number of pupils:	127	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£10160		

STRATEGY STATEMENT

At St Andrew's we want our children to flourish and to gain every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

"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)

Our school priorities for use of catch-up premium are:

- Stamina within Writing
- Arithmetic Proficiency in Maths
- Comprehension in Reading

The core approaches we are implementing are:

- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom
- Investment in ICT and use of online programs to support reading comprehension and language development in school and at home.
- Small group tuition in the autumn, spring and summer term for those children who, despite quality first teaching, are still falling behind

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers

SUMMARY INFORMATION

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Teaching:

Quality first teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support:

There is extensive evidence supporting the impact of high-quality small group tuition as a catch-up strategy. Tuition led by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback:

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support:

Schools have provided pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	A small number of pupils do not have access to online learning at all or produced work that was of very low quality.
B	Pupils had limited access to high quality reading material during the Summer term and therefore, reading levels maybe lower than expected at the beginning of the autumn term.
C	A drop in the number of students achieving age related in reading, writing and maths in both KS1 and KS2
D	Reception children received a reduced experience within an early years setting leading to them being unprepared for KS1

ADDITIONAL BARRIERS

External barriers:

E	Some pupils have limited support and facilities for home learning.
F	Deprivation in term of cultural capital. Pupils do have a wide range of experiences beyond the school day and exposure to high-quality texts.
G	A lack of exposure to growth mindset outside of school leading to low self esteem/aspirations.

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?
Training for all teaching staff to improve pedagogy.	Quality first teaching ensures vast majority of pupils do not require any longer term interventions in order to catch up or close the attainment gap.	<ul style="list-style-type: none"> Teachers are best placed to know children's weaknesses and put in place specific actions to support them. 	Lesson observation – recorded book looks. Discussions with staff and pupils. Pupil Progress meetings. Assessment.	DHT	Termly as part of PPM.
Training and support for teachers to provide high quality (and where possible immediate) feedback to pupils on their work.	All pupils understand how to improve their work and are able to organize their learning effectively whether at school or at home. More pupils accessing remote learning when needed and completing work to a high standard.	Well timed and verbal (where possible) feedback is proven to increase pupil progress significantly.	Book looks. Discussions with pupils Data	DHT	Half termly as part of PPM
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 interventions in autumn, spring and summer terms for those children who, despite high quality class teaching,	All children on target to achieve at least their projected expectations prior to Covid 19.	Carefully planned and well-timed small group interventions can have significant impact on pupil progress.	Internal data and assessment results. Book looks. Teacher to plan and monitor small group lessons for an experienced LSA to deliver.	DHT	Termly

are still behind expectations			KS2 Autumn term – 8 hours per week for 5 weeks Spring/Summer term – 8 hours per week for 14 weeks KS1 Spring term – 3 hrs per week – 23 weeks.		
Purchase of specific intervention programs and resources to be used by all children.	Accelerated progress in closing the attainment gap.	Through discussion with suppliers and consultation with other schools who have successfully used the program to deliver interventions. Evidence of impact was recorded.	Monitor the use of the program. Tracking children using built in software. Book looks. Discussions with children and staff	DHT	Half termly
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 confidence in using new technology to support learning	Pupils are confident in using IT under all circumstances. Homework to be set and access via remote learning.	Devices can be used to enhance learning and increase engagement.	Monitoring of use of ICT within school. Monitoring of the engagement with homework.	DHT	Termly.
Total budgeted cost:					10,160