



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	207	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£16,560		

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education due to the COVID-19 pandemic. As a result, the government has allocated additional funding for schools to support in the delivery of a 'COVID Catch-Up Programme' to redress some of the impact of the school shutdowns- this includes both the academic impact and any impact on children's mental health and wellbeing.

At St George's CE Primary, most children have transitioned extremely well back into school; however, some children are showing the need for additional adjustments and interventions due to their time away from school. The Catch-Up fund allows each school the flexibility to utilise the money how they best see fit and select the strategies that will provide the greatest impact and support for all the children.

Our catch-up strategy, which is detailed below, aims to support all children across school linked to their personal targets in all areas of the curriculum, as well as their personal development and wellbeing.

Our catch-up priorities:

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

- To provide support for pupils for whom lockdown and school closures have had a negative impact on their social, emotional and mental health
- To provide additional support for children in KS1 who have fallen behind with their learning of phonics and early reading.
- To improve whole school attendance; this has deteriorated due to parental anxiety about their children returning to school.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils will have significant gaps in their learning due to lost teaching time
B	Prolonged school closures has negatively impacted pupils social, emotional and mental health
C	Pupils in Key Stage One have fallen behind with their learning of phonics and early reading.

ADDITIONAL BARRIERS

External barriers:

D	Low attendance due to parental anxiety about returning to school
E	Home learning environments may not support remote learning may not be accessible

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	Review? Cost?
Improve the quality of teaching so that outcomes for all pupils improve.	Pupils will attain at least in line with national data in all of the following areas: Phonics, Reading, Writing and Maths	Improved teaching ensures progress and achievement for all children.	Lesson observations Book scrutiny's Termly assessment and data analysis.	JT LP	£875 (supply)
Ensure all staff receive relevant CPD to ensure best practice and that all staff are up to date with national updates.	Pupils will attain at least in line with national data in all of the following areas: Phonics, Reading, Writing and Maths	Staff with relevant CPD and up to date knowledge are able to ensure best practice.	Use of the LA CPD Staff meeting time used for relevant training	JT LP	£700 course fees £700 (supply)
Total budgeted cost:					£2,275

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	Review? Cost?
<p>Support staff have been employed specifically to work with children who have been impacted by school closures</p> <p>Full time teacher with designated role as home learning coordinator to allow children and parents to have immediate and quality support during school closures and isolations.</p> <p>The support was differentiated according to ability and alongside the class teacher.</p> <p>Lap tops, dongles provided to children who are unable to access home learning</p> <p>School based 1-1/ small group tutoring</p>	<p>Pupils will make accelerated progress</p>	<p>Pupils will have significant gaps in their learning due to lost teaching time</p> <p>The EEF COVID-19 Support Guide for schools states that targeted intervention focusing on a specific need has the greatest impact on pupil learning.</p> <p>There is extensive evidence supporting the impact of high quality one to one catch up group tuition as a catch up strategy</p> <p>The DFE guidance for the reopening of schools states that</p> <p>Remote Learning where needed is high quality and safe and aligns as closely as possible with in school provision. School should continue to build their capability to educate pupils remotely, where this is needed</p> <p>There is extensive evidence supporting the impact of high quality one to one catch up group tuition as a catch up strategy. School based tuition will allow staff that know the children to effectively identify and address any gaps in the child's learning.</p>	<p>Remote learning policy in place</p> <p>Staff can monitor pupils who access remote learning</p> <p>Staff will contact parents/ children with support for home learning</p> <p>A good 3 way relationship between tutor , teacher and pupils ensuring that it is guided by the school, linked to curriculum and focus on areas where pupils would most benefit from additional practice or feedback.</p> <p>High quality training in place for all academic mentors</p>	<p>JT LP KR</p>	<p>£11,070 (extra member of staff employed)</p> <p>£2,000 (member of staff)</p>

<p>Staff have received ongoing CPD regarding building a nurturing curriculum with a focus on mental health and a trauma informed training</p> <p>The children's and families officer has specific Trauma training alongside the deputy head.</p> <p>Designated staff have completed positive handling training.</p> <p>New RSE programme and policy</p> <p>All staff to be involved in the development of a whole school approach to a positive behaviour management place.</p>	<p>Staff will be confident supporting pupils with mental health needs.</p> <p>Staff will be skilled in early recognition of mental health needs.</p> <p>Pupils will become more skilled at recognising the importance of looking after their own well being and have a range of strategies to support their mental health needs</p> <p>Children will thrive with a calm consistent approach to behavior. There will be high expectations as regards to behavior around school</p>	<p>The trauma informed Transition back to school guidance states that the return to school is likely to involve significant changes to young people's routines and daily experiences whilst they have been at home. The guidance suggests that staff being prepared to deal with these changes and having strategies to use to support pupils will enable pupils to feel safe and secure.</p> <p>The DFE states that a whole school approach to behavior management, where the school sets clear expectations for the pupils and a positive approach that emphasizes prevention, avoiding confrontation and focusing on the development of skills and values, will provide a calm consistent environment, where children will thrive.</p>		<p>KR</p> <p>JT LP KR</p>	<p>£500 (PPA cover)</p>
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<p>2.1) Read Write Inc. (RWI) training accessed by new phonics/ early reading lead and teacher</p> <p>2.2) Increased leadership time for phonics lead (so that more frequent assessments can be undertaken every 6 weeks)</p> <p>2.4) Purchase additional resources for RWI (smaller groups so additional resources have had to be purchased in light of this change)</p> <p>2.5) Supply cover to ensure that all staff new to read write inc are fully trained to teach and support children through 1-1 sessions</p> <p>2.6) Support from English hub to support staff and observe lessons, 1 full day each term plus support on data analysis. Subscription to Oxford Owl to support parents at home with online learning</p> <p>2.7) Supply for phonics lead to work directly with English hub</p>	<p>% of pupils meeting the standard in the Phonics Screening check and current Y1 and Y2 children is in line or above with the national average.</p>	<p>Pupils in Key Stage One have fallen behind with their learning of phonics and early reading.</p>	<p>Phonic lead and English hub to do observations on phonic sessions regularly. Daily 1-1 sessions for children needed to catch up</p>	<p>VH JT LP</p>	<p>£700 (resources)</p>
Total budgeted cost:					<p>£ 14,270</p>