

## Coronavirus (COVID-19) catch-up premium spending – St. Peter's Primary School

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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.

**Total premium received: £20,720**

### Student Profile September 2020

Cohort	Numbers	Six months out of school	Impact on September return
Reception	26	Lack of nursery provision	Low baseline on entry for Reception children. Lack of basic personal self care skills. Eating with knife and fork. Toileting.
Year 1	38		
Year 2	40		
Year 3	35	Out from March - September	
Year 4	36	Out from March - September	
Year 5	40	Out from March - September	
Year 6	44	Out from March - September	
<b>Total</b>	<b>259</b>		

Support strategies: EEF Recommendations		
Teaching and whole school strategies	ACTIONS	DETAILS
<p><b>Supporting great teaching</b></p> <ul style="list-style-type: none"> <li>Originally pre covid we were going to reduce down to 2.5 teachers in Y3/4 as smaller numbers and join three classes into two classes together in the afternoons to make a bigger groups. However with six months out of school these are our most vulnerable group.</li> <li>We cannot mix the bubbles and they need quality teaching in smaller groups.</li> <li>Progression Documents will ensure that knowledge and skills taught provide accurate coverage and challenge</li> <li>English and Maths will be planned and delivered with increasing detail and consistency across school and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</li> </ul>	<p>Recruited an additional teacher to maintain 3 smaller teaching groups for most vulnerable children.</p> <p>Additional TA support employed across KS2 to support the teaching and learning of most vulnerable.</p> <p>White Rose Maths</p> <p>TTRockstars</p> <p>Active Learn</p>	<p>0.5 teacher employed from September to March 2021.</p> <p>Full time appointment of Y3/4 teacher from November 2020 to August 2021.</p> <p>Additional TA hours employed from September to March 2021</p> <p>Increased subscription to allow for greater use and coverage of White Rose across school</p> <p>Increase challenge of best practice and focus on specific areas and delivery of teaching (reasoning and problem solving)</p> <p>Use of TTRockstars to enable remote learning for those who are self isolating or who wish to continue extra learning at home</p> <p>Whole school reading programme that combines online reading, print books and assessment tools.</p> <p>The Phonic element meets 100% of the DfE criteria for teaching systematic phonics and provides everything needed for children to succeed in early reading.</p>
<p><b>Pupil assessment and feedback</b></p> <ul style="list-style-type: none"> <li>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning.</li> </ul>	<p>Information shared and interventions planned.</p>	<p>Small teams planning for children in and those at home.</p>
Teaching and whole school strategies	ACTIONS	DETAILS
<p><b>Transition support</b></p> <ul style="list-style-type: none"> <li>Children who are joining school from different settings throughout the year or who are beginning their schooling have</li> </ul>	<p>Virtual meetings with Class Teachers</p>	<p>Children will then be confident when they start despite the lack of internal visits to the school prior to their start date</p>

<p>an opportunity to liaise with the Class Teachers via virtual meetings</p> <ul style="list-style-type: none"> <li>TEAMS platform used for transition parent meetings for all year groups.</li> </ul>		<p>Successful set up of parent / teacher consultations on Teams planned and delivered</p>
<b>Targeted approaches</b>	<b>ACTIONS</b>	<b>DETAILS</b>
<p><b>One to one and small group tuition</b></p> <ul style="list-style-type: none"> <li>Identified children from specific year groups will have significantly increased rates of reading and maths progress. They will become increasingly confident in reading and maths.</li> </ul>	<p>Targeted Tutoring sessions within school day (Reading and Maths)</p> <p>Additional TA hours to support children within the group identified as in need of catch up alongside SEN.</p>	<p>Regular member of staff to deliver extra sessions during Spring Term.</p> <p>4 hours a week teacher time planned for January 2021 to top up children in KS2</p> <p>Identified children in KS1/EY to be supported by own teachers during staggered entry times</p>
<p><b>Intervention programmes</b></p> <ul style="list-style-type: none"> <li>Appropriate interventions, such as IDL, support those identified children in reinforcing their understanding of basic reading and spelling</li> </ul>	<p>Break out groups / individualised curriculum</p> <p>IDL</p>	<p>Meeting every individual at point of need, allowing time to process lived experiences during lock down.</p> <p>To develop self-esteem and progress within reading and spelling.</p>
<p><b>Extended school time</b></p> <ul style="list-style-type: none"> <li>See above</li> </ul>	<p>See above</p>	<p>See above</p>
<b>Wider strategies</b>	<b>ACTIONS</b>	<b>DETAILS</b>
<p><b>Supporting parent/carers/families</b></p> <ul style="list-style-type: none"> <li>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</li> </ul>	<p>Teacher time to support children unable to access online learning</p>	<p>Photocopying/ paper resources and postage</p>
<p><b>Access to technology</b></p> <ul style="list-style-type: none"> <li>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</li> </ul>	<p>Purchasing of new technology</p>	<p>16 laptops purchased</p> <p>Staff and pupil laptops to allow for effective remote learning opportunities for those most in need.</p>

<ul style="list-style-type: none"> <li>Teachers have new laptops that are well equipped and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</li> </ul>		
Summer support	N/A	

### Evaluating the Impact

The success of St Peter's Primary School Catch-Up strategy is evaluated through:

- The rigorous quality assurance of classroom practice by the school's Senior Leadership Team.
- The progress made by pupils in terms of progress steps in core subjects.
- The performance of pupils in nationally accredited tests and examinations (where appropriate).
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- Half termly internal target setting and progress evaluation meetings for individuals and classes.
- The monitoring of policy and practice by the designated Pupil Premium Leader/Governor.
- Parental involvement in pupil consultation meetings and telephone contact calls where necessary
- Comments from parents and pupils
- Information that is collated in order to self-evaluate the success of the Catch-Up Premium Funding Strategy, building on success and looking for areas for improvement and innovation