

St. Augustine's Catholic Primary School 2020-21

COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	428	Amount of catch-up premium received per pupil:	£80
Proportion of disadvantaged pupils	6.5%	Total catch-up premium budget	£34,240
Statement created by	Alison Walsh	Review dates	Jan '21 / April '21 and July '21

In June 2020 the government announced new funding for schools which would be split between a catch-up premium and a national tutoring scheme to assist with the educational impact of the Coronavirus. The catch-up premium is funded on a per pupil basis at £80 per pupil and based on the October census. The funding will be provided in three tranches – the initial payment will be made in autumn 2020 and the second grant payment in early 2021. This will total £46.67 per pupil. The third and final payment tranche will be made in the summer term worth £33.33 per pupil.

Schools can decide how best to spend this funding according to need but should use it for specific activities to support pupils to catch up for lost teaching over the previous months. The Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils.

As with all government funding school leaders must be able to account for how money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents (DFE guidance – Coronavirus catch-up premium – 24/08/20)

STRATEGY STATEMENT

At St. Augustine's our catch-up priorities are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To support the mental health needs of pupils that have arisen as a result of the pandemic

We will be using the money to purchase resources and materials. We will also pay the top up fee to access national tutoring programme for disadvantaged pupils and others needing to accelerate their progress. Some of the funding will be spent on staffing (using existing or known staff where possible) to provide a variety of necessary academic and emotional interventions.

We will assess learning and identify any major learning gaps that will need to be addressed, particularly with basic skills e.g. handwriting, spelling of high frequency words, phonics knowledge, basic sentence punctuation, times tables recall and other basic number skills. We will ensure that time is given to mental health, well-being and social skills development both within classes, small groups or individually where needed.

Our proportion of pupils on FSM across the school has sadly been growing during lockdown and is 6.5%. The proportion of pupils with English as a Second Language however is much higher than the national average (27%) at 42%. Many of these pupils would have had reduced access to hearing English as a spoken language and speaking English during the lockdowns.

The vast majority of our pupils engaged with the remote learning that the school provided and on the re-opening to school in September 2020 there was a good response to pupils coming back to school. Attendance across the Autumn Term was strong at 98.10%.

Assessments at the end of September showed a significant academic impact of the first lockdown. Pupils were assessed against the expectations for the end of their previous academic year. Areas of specific concern were infant reading, writing across the school and maths progress across most of KS2.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Impact on speaking and listening skills with those with EAL and those entering Year R who have missed much quality Early years provision during the summer term, including the preparation for school.
B	Lower writing levels due to the limited teaching that pupils received at home during the first lockdown.
C	Lower reading levels due to the fact that many of the youngest pupils had limited access to suitable reading materials throughout the summer term.
D	Gaps in mathematical knowledge and difficulties in applying it to problems

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

E	The impact on children's mental health as a result of the Coronavirus / Lockdowns e.g. increased levels of anxiety
F	Concern about the possible impact of attendance due to quarantine (following trips to visit family abroad) or possible 'bubble closures'
G	The possible impact of lockdown on pupils' concentration and ability to 'settle into school routines'

Planned expenditure for current academic year

Quality of teaching for all (professional development , recruitment and retention, support for early career teachers)					
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?
<p>CPD for staff on remote learning skills (DB Primary and Teams for live meetings)</p> <p>Parents / carers are made aware of how the VLE can support home learning</p>	<p>To ensure that all staff feel equipped to meet the ongoing demands for remote learning and ensure that this is of the highest quality possible.</p> <p>DB Primary workshops for staff.</p> <p>Extend the use of Microsoft Teams for live meetings with those at home.</p>	<p>Guidance documents e.g.Principles of effective remote learning / Supporting Remote Learning (EEF)</p> <p>'Improving the quality of teaching- both the planning and the implementation – is almost always supported by high-quality professional development.'</p> <p>Feedback from staff and parent surveys</p>	<p>Feedback from staff, pupils and parents (e.g. bubble closures / future lockdowns)</p> <p>Monitoring the quality of the provision</p> <p>Providing staff with peer to peer support where needed</p>	MHE / AH	<p>At least termly</p> <p>During remote learning fortnightly with a parent forum group</p>
<p>CPD for teaching staff on improving writing (INSET day training from CLPE £1000)</p>	<p>To improve deep subject knowledge and skills for delivering materials. Providing access to quality planning materials thus reducing workload too.</p>	<p>EEF research document – A Tiered Approach to 2021- ' The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'*</p>	<p>Monitoring of books / lessons (e.g. 'Fortnight Focus')</p> <p>Monitoring of assessment data</p> <p>Feedback from pupils and staff</p> <p>Effective diagnostic assessments</p>	PG	<p>At least monthly but likely to be fortnightly</p>

Additional support to develop NQT practice as SCITT year was curtailed £2457	Weekly mentor meetings Regular NQT meetings with MAT T and L lead + NQT Network meetings	As above.*	Mentoring meetings Observations Feedback	PG	Weekly
Additional staffing in the Early Years £11,000	To assist with children's early language skills running programmes such as a 'Time to talk'	EEF Teaching and Learning Toolkit: Early Years Interventions – high cost = +5 months progress	Observations Monitoring / Analysis of progress data	ECC / AW	Monthly
Total budgeted cost:					£14,457
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?
To purchase online reading materials e.g. Accelerated Reader / Bug Club and provide all necessary training for staff on how to implement this programme £5246	To accelerate reading progress so that children at least maintain previous levels of attainment e.g. expected . greater depth and then accelerate further where possible	Reading comprehension strategies that are computer based can be successful in improving reading comprehension, especially when they focus on the development of strategies and self-questioning skills EEF toolkit – Reading Comprehension Strategies – low cost = +6 months progress	Monitor uptake and assessment progress data (compare the relationship between the two)	PG	Termly

To provide additional individual reading support and group phonics interventions £900	To accelerate phonics knowledge for those in Y2 so that results are in line with school averages. To accelerate phonics knowledge for those in Y1 to ensure that the majority are in line to meet government expectations in June 2021.	EEF Teaching and Learning Toolkit for one to one tuition: High cost= +5 months progress Phonics interventions – Low cost = +4 months progress	Monitoring the provision of intervention groups Monitoring the progress data of pupils	JW / AW	Fortnightly At least termly (phonics- half-termly)
Maths interventions to run 3x week – 1 st Class@Number 1 / 2 and Success@Arithmetic	To analyse specific learning gaps through the Sandwell Maths assessment and then address these throughout sessions	Much previous internal analysis that these are effective interventions + EEF Teaching and Learning Toolkit for small group tuition – moderate cost = +4 months progress	Observations of sessions Analysing the rate of progress in maths data	AW	
Maths one to one tutoring via the Third Space Maths Tutors throughout the year (approved as Tutoring provider) £4,027	Class teachers to personalise maths support for pupils following assessments so that they can improve maths skills in their own areas of need	Much previous internal evidence that this is an effective maths booster EEF Teaching and Learning Toolkit for one to one tuition: High cost= +5 months progress 'The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.'	Monitoring of engagement of sessions Analysing the rate of progress in maths data	AW	National Tutoring Programme Funding subsidy + School input
				Total budgeted cost:	£10,173
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?
<p>To increase the amount of time given to HSLW and ELSAs from September onwards</p> <p>Ensure that ELSAs receive professional supervision</p> <p>To train an additional ELSA at the school</p> <p>£9,146</p>	<p>Staff are given training and support to assist pupils with a range of emotional problems</p> <p>Staff are given appropriate time weekly to fulfil this role with pupils and the HSLW has sufficient time to support families with a range of problems (bereavement / stress/ anxiety/ relationship breakdowns)</p> <p>Children to have a supportive and approachable point of access if they are experiencing any mental health issues.</p>	<p>To provide transition and pastoral support for pupils on the return to school (EEF guide)</p> <p>EEF Teaching and Learning Toolkit: Behaviour interventions – Moderate cost = +3 months progress</p> <p>Parental engagement – Moderate cost = +3 months progress</p> <p>Social and emotional learning- moderate cost =+4 months progress</p>	<p>Feedback from parents / staff / pupils</p> <p>Observations</p> <p>Analysis of attendance / data</p>	JW / AW/ AP	Termly (also in pupil progress review meetings)
<p>Implement a new PSHE scheme of work to be used across the school £1,925</p> <p>To book the Life Bus for Wellbeing workshops £800</p>	<p>Staff have a new curriculum resource and framework to assist with pupils' social and emotional learning</p> <p>External support with Wellbeing</p>	<p>EEF Teaching and Learning Toolkit: Social and emotional learning- moderate cost =+4 months progress</p> <p>Previous positive feedback from pupils and staff</p>	Feedback / Observations	AF	Termly
Total budgeted cost:					£11,871

ADDITIONAL INFORMATION

Sources of information used to write this document:

- Internal assessments and Target Tracker Reports
- Results of feedback from staff, parents and pupils (including parent survey)
- Evidence and research from the EEF (Covid-19 Support Guide for Schools, Teaching and Learning Toolkit, The EEF Guide to Supporting School Planning: A Tiered Approach to 2021,
- Guidance from experts – research from DFE / Ofsted etc..e.g. Principles of effective remote learning
- Case studies from other schools across Surrey (via SAFE – Surrey Alliance of schools for Education)