



St Peter and St Paul CE Primary School Catch-up Premium Strategy for Covid-19



The Coronavirus (COVID-19) catch-up premium up is additional funding that the Government have made available during the 2020-21 academic year to all schools. These funds are for schools to use to support where pupils' learning and wellbeing have been impacted by school closures and subsequent disruption due to the pandemic.

Amount received

The funds (£80 per pupil) are allocated to all schools on a 'per pupil basis' for all pupils in Reception through to year 11. For the 2020-2021 academic year, St Peter and St Paul CE Primary School has been allocated **£24,799** (£6200 received Autumn 2020, £8780 received Spring 2021).

Schools are free to spend the Coronavirus catch-up premium as appropriate based on the particular needs of their pupils and the professional judgement of teachers and school leaders. As with all government funding, school leaders and governors must be able to account for how the additional funding is being used and are expected to evaluate and monitor the impact of different approaches. Therefore, the impact and spending strategy for this catch-up premium will be reviewed at every Governor Resource Committee meeting throughout the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the Education Endowment Foundation (EEF) has published a support guide: <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<ul style="list-style-type: none">▪ Supporting great teaching▪ Pupil assessment and feedback▪ Transition support
Targeted approaches	<ul style="list-style-type: none">▪ One to one and small group tuition▪ Intervention programmes▪ Extended school time
Wider strategies	<ul style="list-style-type: none">▪ Supporting parents and carers▪ Access to technology



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- Summer support

Summary of planned provision 2020-21

Strategy Area	Specific Strategy	Cost
Teaching and whole-school strategies	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Regular and robust formative and summative assessment systems with pupil progress meetings and on-going professional dialogue around progress and data ▪ Well-resourced class bubbles to enable quality first teaching and learning ▪ A comprehensive curriculum that meets the needs of all children ▪ Increased opportunities for maths and English teaching across the curriculum. ▪ A focus on personal well-being to promote good mental, physical and social habits that will support children to engage in their learning – Jigsaw, 2 x daily timetabled physical slots. ▪ Ensure good transition arrangements are in place ▪ See School Development Plan for planned focus areas and CPD opportunities ▪ Jane Considine approach to writing, training and resources for whole school ▪ Maths training and resources for whole school – 2 x twilight sessions Spring term `I see Maths` Gareth Metcalf 	<p><i>SDP funding</i></p> <p>£2000</p> <p>£2000</p>
Targeted approaches	<ul style="list-style-type: none"> ▪ `Reading Simplified` reading intervention for targeted children – resources and training ▪ Targeted support for one to one emotional support, including bereavement support enabled by using Jigsaw resilience package, CPD `listening to loss in childhood` diocese training or Learning Mentor 	<p>£500</p> <p>£140</p>
Wider strategies	<ul style="list-style-type: none"> ▪ Pastoral team supporting parents and carers with safety and well-being ▪ Increased provision of technology to ensure all have access to Google Classroom to facilitate home-learning (includes changing laptops to Chrome, purchase Google Chrome Books, trolleys laptop bags, wi-fi data) in the event of bubbles closing or children self-isolating ▪ Online teaching strategy for bubbles of children so they can engage in learning at any time or place ▪ Increased resources for classrooms and breakfast club to ensure environments are COVID safe and all children can access resources in separate Pods. ▪ Purchase new phonics reading books R-Y2 to supplement school resources for Reception – Year 2 phonics provision 	<p>£8300</p> <p>£5145</p> <p>£500</p> <p>£2000</p>
TOTAL:		£20,585



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How we'll measure the impact of Coronavirus catch-up premium

We use a range of approaches to collect, collate and analyse data on pupil progress, including measuring the impact of the above interventions on attainment through progress meetings and annual reviews. We use statutory assessments, termly PIRA, PUMA, PIXL and RWInc tests to help make our summative assessment judgements and inform progress on a termly basis. We will also complete some case studies which will demonstrate the impact of the Covid-19 funding for a cross section of pupils. We will monitor the engagement on Google Classroom and remote learning during periods of national lockdown or if classes are having to self-isolate.