



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



The Coronavirus (COVID-19) catch-up premium 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 £25,680 (£6200 received Autumn 2020, £8780 received Spring 2021, £10700 received Summer 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▪ Summer support



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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 – resources for class bubbles ▪ 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> <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 for Learning Mentor ▪ SEND programmes and assessments eg Lexia for catch-up reading for KS2 pupils 	<p>£1000</p> <p>£140</p> <p>£2000</p> <p>£500</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>£2200</p>
TOTAL:		£25,785



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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.

Google Classroom to support home learning:

- Spring lockdown period 84% first week and currently 97% engagement (311/320) from all pupils and monitored weekly and addressed barriers - technology, internet connections, paper copies, advice, support, mental health and wellbeing to see week on week improvement.
- SEND started at 79% and reached 100% engagement - live, personal approaches, come into school, etc
- PPG - Was 82% first week and reached 97% (1 pupil) are engaged regularly.
- The remote curriculum matched what was being taught in school. Recorded lessons, loom lessons, oak academy clips, youtube clips, ppts etc.
- The remote curriculum was monitored by TAS, teachers and SLT daily. All work was responded to by TAs (2 on full time basis but all others when they had a few minutes in class) and a teacher (2 solely responsible and others when they can) in each phase.
- Stars of the week given in school and at home - cakes and certificates delivered on the same day.
- 84% of children attend the LIVE class meets weekly.
- 80% of children come to worship - Mon/Thurs LIVE.
- Around 50% attend LIVE music lessons and 45% attended Pound on a Friday.
- SEND children who had interventions got small group LIVE phonics/lit/read lessons daily by TAs. SALT and OT continued virtually through LIVE appointments - all sessions have 100% attendance - even if a reminder phone call was done beforehand.

Phonics:

- 82% Year 1 cohort achieved standard required in June mock phonic test as statutory test delayed to December. This is still in line with national averages from pre-covid.
- 100% of Year 2 cohort achieved standard required in June mock phonic test as statutory test delayed to December. This is above the national average from pre-covid.

Maths:

- Increase in % of children achieving age related expectations in maths in Y6, Y5, Y4, Y2, Y1 and Reception from Autumn 2020 to Summer 2021. Increase in % of children achieving GDS in maths in Y6, Y5. (see data outcomes)

Writing:

- Moderation of standards across other schools in Summer and observations of literacy writing in Autumn 2021 by SLT and SIP show high quality writing across the school. Outcomes at the end of key stages Y6 76% ARE (broadly in line with national 2019 78%), Y2 75% (above national 2019 69%) and EYFS Literacy 82% (above national 2019 74%).

Well-being:

- Pupil voice shows children like to come to school, feel safe in school, have someone to care for them – See pupil voice April 2021



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