

Covid-19 Catch up Premium Report

Summary information					
School	St James CE Primary School				
Total number of pupils	292	Amount of Catch up funding per pupil	£80	Overall amount of Catch up funding	£23,360
Rationale Statement					
<p>Since returning to school in September, teaching staff have been using our recovery curriculum and diagnostic assessment procedures to identify gaps in learning for our pupils. Through this work, we have identified that our pupils need most support consolidating basic skills and additional support for the teaching of core subjects. Leaders have identified Years 1, 4 and 5 to be particularly vulnerable in regards to missed learning opportunities. As a school with significantly high numbers of pupil premium, we feel that all pupils, particularly the most vulnerable, need additional support in order to raise their attainment to close the gap created by COVID-19 school closures. Our school has been successful with its application towards the Nuffield Early Language Intervention so our youngest pupils will be supported through this programme. Through ongoing work (pre-covid) with the St John Vianney English Hub school, leaders are confident that this strategy will support teachers to help close gaps in early reading and phonics for our EYFS and KS1 pupils.</p>					
Barriers to future attainment					
Academic barriers					
A. The application of basic grammatical skills within writing, including spelling.					
B. The development of vocabulary acquisition and understanding within reading.					
C. The acquisition and application of basic mathematical skills (e.g. Year 4 times tables).					
Additional barriers <i>(issues which also require action outside school)</i>					
D. Implementation of the school's home learning contingency plan in the event of class closures.					
Intended outcomes					
A. For pupils in Y1-6 to close gaps in learning, in writing, created by the covid-19 school closures.					
B. For pupils in Y1-6 to close gaps in learning, in reading, created by the covid-19 school closures and for pupils to continue to develop reading for pleasure.					
C. For pupils in Y1-6 to close gaps in learning, in maths, created by the covid-19 school closures; with a particular focus on times table acquisition for pupils in KS2.					
D. For pupils across school to engage with home learning opportunities through the use of Tapestry (EYFS) or SeeSaw (KS1&2).					

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Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
For pupils in Y1-6 to close gaps in learning, in writing, created by the covid-19 school closures.	By the end of Summer Term 2021, pupils reaching EXS in writing will rise from 41% (Autumn Term 1) to be more in line with 78% (national 2019).	Y6: 41% Y5: 33% Y4: 35% Y3: 47% Y2: 51% Y1: 36%	Y6: 38% Y5: 45% Y4: 28% Y3: 36% Y2: 34% Y1: 24%	
For pupils in Y1-6 to close gaps in learning, in reading, created by the covid-19 school closures and for pupils to continue to develop reading for pleasure.	By the end of Summer Term 2021, pupils reaching EXS in reading will rise from 47% (Autumn Term 1) to be more in line with 73% (national 2019).	Y6: 45% Y5: 33% Y4: 61% Y3: 44% Y2: 56% Y1: 43%	Y6: 44% Y5: 44% Y4: 42% Y3: 47% Y2: 47% Y1: 43%	
For pupils in Y1-6 to close gaps in learning, in maths, created by the covid-19 school closures; with a particular focus on times table acquisition for pupils in KS2.	By the end of Summer Term 2021, pupils reaching EXS in maths will rise from 47% (Autumn Term 1) to be more in line with 79% (national 2019).	Y6: 50% Y5: 21% Y4: 35% Y3: 33% Y2: 61% Y1: 41%	Y6: 44% Y5: 20% Y4: 26% Y3: 42% Y2: 44% Y1: 24%	
For pupils across school to engage with home learning opportunities through the use of Tapestry (EYFS) or SeeSaw (KS1&2).	For all pupils (who have appropriate technology at home) to engage with school online learning platforms, either through homework or in the event of class closures.		Remote Learning trackers for Jan-March 2021 evidence that 50% of pupils accessed remote learning either through online or paper based packs.	

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Planned expenditure			Total budgeted cost:		£3,647		
Quality of teaching for all	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
	(£60)	Purchase Salford Reading Tests to further improve diagnostic assessment for reading, so that gaps in learning for all pupils can be acutely identified and addressed. Children who require further support or intervention can also be identified.	By the end of Summer Term 2021, pupils reaching EXS in reading will rise from 47% (Autumn Term 1) to be more in line with 73% (national 2019).	By ensuring all pupils catch up with reading will open doorways to other areas of the curriculum. EEF Covid-19 support for schools suggests that: <i>Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</i>	Pupil data analysis	LP	End of Spring Term 2021
	(£3,587)	Source relevant CPD for staff to improve quality of teaching for all including: <ul style="list-style-type: none"> Release time for NELI training for EYFS staff. Read, Write, Perform for new staff. Reciprocal Reading for TAs. RWI online training hub 	Staff delivering whole class or intervention strategies will be well equipped with strong subject knowledge.	Staff need to have the ability to provide high quality teaching experiences, particularly within areas that are key to the recovery curriculum in school. Furthermore, EEF Covid-19 Support for Schools states that: <i>Providing opportunities for professional development is likely to be valuable.</i>	Monitoring Staff CPD Feedback	LB/VP	End of Summer Term 2021

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Planned expenditure		Total budgeted cost:			£14,520
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For targeted pupils to receive PiXL therapies/ interventions in mathematics/reading/writing through specialist NTP tutor after school. To engage in a 10 week programme - 1 session each week for 10 weeks –priority for disadvantaged pupils.</p> <p style="text-align: right;">(£12,070)</p>	<p>By the end of Summer Term 2021, pupils reaching EXS in the identified subjects will be more in line with national compared to what current school data is telling us. The gap between disadvantaged pupils and other pupils in school will be narrower compared to current Autumn Term 1 data.</p>	<p>EEF Covid-19 Support for Schools suggests that: <i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</i></p>	<p>Monitoring – learning walks, work book scrutinies etc PiXL Therapy data analysis Insight pupil data analysis</p>	LB	End of Summer Term 2021
<p>Additional RWI interventions/1:1 tutoring from an experienced RWI staff member for targeted KS1 and KS2 pupils.</p> <p style="text-align: right;">(£1,800)</p>	<p>By the end of Summer Term 2021, pupils reaching EXS in reading will rise from 47% (Autumn Term 1) to be more in line with 73% (national 2019).</p>	<p>EEF Covid-19 Support for Schools states that: <i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</i></p> <p>It continues to suggest that: <i>Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</i> Hence why school will use staff already trained in RWI or Reciprocal Reading or will source RR training if needed.</p>	<p>Monitoring – learning walks, work book scrutinies etc Insight pupil data analysis</p>	LP	End of Summer Term 2021

Targeted Academic Support

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	<p>For targeted pupils to receive daily NELI intervention from trained member of staff.</p> <p style="text-align: right;">(£650)</p>	<p>By the end of Summer Term 2021, identified pupils will meet, or be close to meeting, the expected standard in communication and literacy by the end of Reception.</p>	<p>EEF Covid-19 Support for Schools states that: <i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</i></p> <p>It continues to suggest that: <i>Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</i> Hence why school will use staff already trained in RWI or Reciprocal Reading or will source RR training if needed.</p>	<p>Monitoring – learning walks, work book scrutinies etc Insight pupil data analysis</p>	<p>VN</p>	<p>End of Summer Term 2021</p>
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Planned expenditure		Total budgeted cost:			£5,193	
Wider Strategies	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	<p>Purchase of Spelling Shed subscription for all pupils to promote knowledge of spelling and to aid blended learning.</p> <p style="text-align: right;">(£219)</p>	<p>By the end of Summer Term 2021, pupils reaching EXS in writing will rise from 41% (Autumn Term 1) to be more in line with 78% (national 2019). Improved application of correct spelling will be evident in pupil written outcomes.</p>	<p>EEF Covid-19 Support for Schools mentions that: <i>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.</i></p>	<p>Monitoring –work book scrutiny – are taught spellings being applied in independent writing? Insight pupil data analysis</p>	<p>LP</p>	<p>End of Summer Term 2021</p>
	<p>Purchase of 6 iPads for the Year 4 classroom to enhance technological support so increased numbers of pupils can access multiplication software.</p> <p style="text-align: right;">(£1,974)</p>	<p>By the end of Summer Term 2021, pupils reaching EXS in maths will rise from 47% (Autumn Term 1) to be more in line with 79% (national 2019). Pupils in Year 4 will be well equipped to engage with the Y4 Multiplication Check in June 2021.</p>	<p>EEF Covid-19 Support for Schools states that: <i>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</i></p>	<p>Y4 Multiplication Check Outcomes Monitoring – pupil voice, work book scrutiny and learning walks</p>	<p>SPa/SH</p>	<p>End of Summer Term 2021</p>

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	<p>Purchase of CGP books for Reception to Year 6 to provide targeted homework activities for all children in those year groups. This can also be used by teaching assistants to support delivery of intervention.</p> <p style="text-align: right;">(£3,000)</p>	<p>By the end of Summer Term 2021, pupils reaching EXS in reading, writing and maths will be more in line with national compared to what current school data is telling us. The gap between disadvantaged pupils and other pupils in school will be narrower compared to most recent data.</p>	<p>EEF Covid-19 Support for Schools states that: <i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</i></p>	<p>Monitoring of intervention</p>	<p>VP</p>	<p>End of Summer Term 2021</p>
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