

## St Michael's CE Primary School

# COVID-19 Catch-up Premium Report

## COVID-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	193		
Total catch-up premium budget:	£8,500	Date of next review:	10/09/22

### Strategy Statement

Our COVID-19 Catch-Up Premium Funding is spent according to the guidance from DfE and from research such as EEF's COVID-19 Support Guide. There is a need for a 'catch up curriculum' to be in place for our pupils, which may mean changes to some of our lessons and plans as we prioritise key skills to ensure our pupils are able to access the school's curriculum effectively. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

We will do this through;

**Teaching** - Great teaching is the most important lever schools have to improve outcomes for their pupils.

***"Ensuring every teacher is supported and prepared for the new-year is essential to achieving the best outcomes for pupils."***  
**EEF, COVID-19 Support Guide for Schools, 2020**

**Targeted Academic Support** - There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

***“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.” EEF, COVID-19 Support Guide for Schools, 2020***

**Pupil Assessment and Feedback** - Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

**Wider Support** – Or school has provided extensive pastoral support to pupils and families during the pandemic and will continue to provide additional support in the new school year, providing regular and supportive communications with parent and carers.

**The overall aims of our catch-up premium strategy is;**

- **To reduce the attainment gap between our disadvantaged pupils and their peers**
- **To raise the attainment of all pupils to close the gap created by COVID-19 school closures**

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Time lost in face to face high quality teaching due to school closures, and the impact on children as a result of this when they arrived back in a classroom environment, especially in English writing,
B	A lack of high-quality interaction and communication between pupils due to being isolated at home in Lockdown 1 in the 2019-2020 academic year.
C	Some children will have missed certain stages in their learning due to school closures and these need to be identified before moving on.

## ADDITIONAL BARRIERS

### External barriers:

D	Children's social and emotional issues related to prolonged isolation from peers and changes in home circumstance.
---	--

## Planned Expenditure for Current Academic Year

Teaching	Targeted Academic Support	Wider Strategies
<ul style="list-style-type: none"> <li>• On arrival in new year group assessments are carried out and areas identified for intervention.</li> <li>• Recovery curriculum planned for Maths and English for each year group.</li> <li>• Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum.</li> <li>• Feedback used to make next steps explicit to children.</li> <li>• Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc.</li> <li>• Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need?</li> <li>• Daily reflection time to consider own learning needs and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher writing tutoring for targeted children after school.</li> <li>• Class teacher Maths tutoring for targeted children after school.</li> <li>• Targeted reading groups with VB.</li> <li>• Targeted Maths groups with NM and HMc.</li> <li>• Deployment of support staff to where interventions are needed.</li> <li>• CPD for staff in areas required for catch-up.</li> <li>• To provide additional academic support for key identified pupils (including, but not limited to, some PPG or SEND pupils) across the school.</li> <li>• Parents informed about their child's next steps and how to support at home.</li> <li>• Same day interventions for closing the gaps and addressing misconceptions.</li> <li>• Pre-teaching established to make curriculum access more equitable.</li> <li>• Teacher led interventions – content determined by analysis of</li> </ul>	<ul style="list-style-type: none"> <li>• Setting aside time to enable teachers to assess pupils' wellbeing.</li> <li>• Introduction of a Designated Well-Being and Mental Health Co-ordinator.</li> <li>• ELSA provision increased across the schools.</li> <li>• Introduce staff/pupil wellbeing focus groups.</li> <li>• Ensure 'Pupil Voice' is developed and has an impact on school policies and actions</li> <li>• Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness.</li> <li>• Duty Head to liaise and support parents with any attendance issues.</li> <li>• Informing and including parents in their child's next steps.</li> <li>• Parent Workshops in English and Maths.</li> <li>• Reinforce behaviour and daily routines now that in school COVID-19 restrictions have eased.</li> </ul>

<ul style="list-style-type: none"><li>• Quality-first teaching supported by evidence-based CPD for teachers and support staff.</li><li>• All decisions taken with teacher/support staff workload in mind to ensure wellbeing and high-quality responsive teaching.</li><li>• Whole school spelling, reading and writing training to develop staff knowledge and confidence with year group expectations and progression of skills and knowledge throughout the school.</li><li>• Support staff in all classes used to support all pupils, with focused interventions and guided group work planned by the class teacher.</li><li>• Teachers work with focus groups within lessons, with split inputs, guided group work and 2nd inputs within a lesson where needed.</li><li>• Calm, quiet and focused learning atmosphere in all parts of the school.</li><li>• Ensure effective remote learning is in place in case of further lockdowns and isolation periods.</li></ul>	assessments and pupil progress meetings.	
---	--	--

<b>Problem (why)?</b>	<b>Intervention description (what?)</b>	<b>Implementation activities (How?)</b>	<b>Implementation outcomes (how well?)</b>	<b>Cost (how much?)</b>
<b>What needs to change e.g. teacher behaviour, student behaviour, attainment?</b>	<b>What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?</b>	<b>How will it be done? What blend of activities are required?</b>	<b>How will you know that it is working? Do staff feel the approach is feasible and useful?</b>	<b>What is the cost to the school?</b>
Lower pupil attainment than expected at current point in term in English writing years 1,2,3,4,5 and 6	Tutoring in English Writing (Qualified Teacher)	Targeted interventions meeting individual pupils or groups of pupils needs	Pupil attainment improved in English Writing	£3600
Lower pupil attainment than expected at current point in term in Maths years 1,2,3,4,5 and 6.	Tutoring in Maths (Qualified Teacher)	Targeted interventions meeting individual pupils or groups of pupils needs	Pupil attainment improved in Maths	£3600
Student Wellbeing	ELSA support to ensure pupil wellbeing	Delivered outside of classroom by TA or SENCo	Pupil wellbeing improved	£300
IT Resources	IT resources available to support learning in school (SEND Focus).	Purchasing of resources	Pupils able to use computers to support their learning and meet their individual needs.	£1000