

St. Mary's COVID-19 catch-up premium report

2021-2022



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils in school:	160	Amount of catch-up premium received per pupil:	£145
Total number of pupils eligible for catch-up premium funding:	57	Total catch-up premium budget:	£8,265

STRATEGY STATEMENT

Taken from the EEF guide to support school planning: A tiered approach (2020)

The tiered approach is a helpful heuristic that supplements school leader decisions regarding the strategic direction of the school. This academic year, St Mary's aims to use the three central pillars to drive strategic decision making and aid rapid recovery for all children following a period of school closures due to COVID-19.

- Our overall aim is:
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures



Objective 1 (Pillar 1): Effectively establish a high-quality blended curriculum to maintain current high trend attainment for all children. *EEF 2020 "Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."*

Objective 2 (Pillar 2): Ensure diagnostic assessments recover any learning loss and inform targeted interventions for all children. *EEF 2020. "High quality teaching is supported by, and is intrinsically bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content or made gains in their knowledge, during the extended period of Covid-19 partial school closures. It is likely that some pupils, especially disadvantaged pupils, will require high quality, targeted interventions. "*

Objective 3 (Pillar 3): Ensure children have access to high quality emotional support to aid catch up. *EEF 2019: 'social and emotional skills are essential for children's development, support effective learning, and are linked to positive outcomes in later life.'*

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children entering EYFS significantly below for their age – especially poor communication and language skills
B	Reduced ability in writing – lack of stamina, resilience and writing skills
C	Lost fluency in number (fluency phases and times table instant recall)

ADDITIONAL BARRIERS

External barriers:

D	Social and emotional issues risen for vulnerable children due to direct impact of COVID
E	Significant variance in access to digital devices and parental support to support remote learning.

Planned expenditure for current academic year 2021-2022

Quality of teaching for all					
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>Intent 1: To ensure high quality teaching for all classes, from accurate baseline start points</p> <p>To ensure accurate assessments</p> <p>To ensure effective use of remote platform (if/when required)</p>	<p>Robust assessment of baselines</p> <p>Curriculum implemented (blended if/when required) and established to ensure sequential teaching resulting in sustained progress for all</p> <p>Quality CPD to support teaching and learning/assessment /remote learning and upskill all teachers</p>	<p>EEF Guide to School Planning: A tiered approach (2020)</p> <ul style="list-style-type: none"> High quality effective teaching for all Effective diagnostic assessment Supporting remote learning <p>Focusing on professional development</p>	<p>Assessment sources outline rapid progress and gains from baseline</p> <p>Sustained high quality CPD for all teachers to support teaching and learning/assessment/ remote learning</p> <p>TEAMS remote learning platform evidences quality outcomes and evidences sequential high quality teaching</p>	SM / DC	Half termly
Total budgeted cost:					£1,600
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?

<p>Intent 2: To provide targeted academic support</p>	<p>High quality small group tuition to children in KS1 in phonics through pre-school boosters to raise attainment in phonics and reading.</p> <p>High quality small group tuition to children in KS1 and KS2 in English and maths.</p> <p>Y4 maths fluency/times tables catch up intervention through pre-school /after school boosters and TT Rockstars club to raise maths attainment</p> <p>KS2 Targeted Interventions in English and Maths</p> <p>Provision of full time TA's in all classes to effectively target and boost progress of key groups of learners during QFT, led by class teacher.</p>	<p>EEF Guide to School Planning: A tiered approach (2020)</p> <ul style="list-style-type: none"> Targeted academic support <p>EEF English Guidance Documents: Preparing for Literacy KS1 and KS2 Early Literacy</p> <p>Improving Mathematics in KS2 and 3; Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge (EEF Guidance report)</p> <p>Developing mathematical fluency: comparing exercises and rich tasks (Foster 2017)</p>	<p>Assessment tracking</p> <p>Pupil books and voice</p> <p>Drop ins</p>	<p>SM / DC</p>	<p>Half termly</p>
Total budgeted cost:					£5,869
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?
Intent 3: To support pupils social, emotional and behavioural needs	Post pandemic drop in sessions for all vulnerable children (KW)	EEF Guide to School Planning: A tiered approach (2020) <ul style="list-style-type: none"> Supporting pupils social and emotional needs 	Time tabled support and check ins with mental health ambassador – track their progress, feedback from teachers and children to assess effectiveness	SM / CH / KW	
	Provide behaviour support to EYFS cohorts (targeted support)	EEF: Improving Behaviour in Schools Key Recommendation 2: Teach Learning Behaviours	Drop ins Monitor CPOMs		
	To build stronger parental relationships with school through events – curriculum open afternoons, stay and play, tea mornings etc to build that trust and communication	EEF Guidance Document: Working with parents to support children's learning: Key Recommendation 2 (Provide practical strategies to support learning at home) Key Recommendation 4 (Offer more sustained and intensive support where needed)	Parent questionnaires		
	To support experience days to increase motivation, purpose and enjoyment.				
Total budgeted cost:				£796	