

St. Andrew's CofE Primary School Covid-19 Catch Up Premium Plan 2020-2021



Growing and learning together with God

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	210	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,800		

STRATEGY STATEMENT

Our plan is based around the whole idea of supporting the children to return to school after the impact of Covid-19 and the disruption to life and learning.

Our whole school improvement plan is centered on making sure that the children all return to school in September, quickly adapt to the new ways of working within school, develop positive learning behaviours, and settle into full time school as best they can. The SIP outlines a curriculum for 2020-2021 that builds on the strengths of the school prior to Covid, quickly assesses any gaps or barriers, and puts actions into place as smoothly as possible. The impact of the catch up plan may not be quickly felt, but will be more about restoring children's curiosity and excitement for school and learning, reassuring them that school is a safe and familiar place, and enabling them to survive this global pandemic.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	The Autumn baseline attainment data for Reading shows that only 58% of the children in Years 1 to 6 are on track for expected+ at the end of the year
B	The Autumn baseline attainment data for Writing shows that only 46% of the children in Years 1 to 6 are on track for expected+ at the end of the year
C	The Autumn baseline attainment data for Maths shows that only 60% of the children in Years 1 to 6 are on track for expected+ at the end of the year
ADDITIONAL BARRIERS	
External barriers:	
D	During lockdown there was roughly 20% of the school population that did not engage with home learning at all
E	Prior to lockdown, persistent absence was around 12%, and post lockdown is still around 9% as some families are still not understanding the importance of regular time in school
F	There are an increasing number of children with social, emotional and mental health worries and this is having an impact on their ability to learn and thrive

The Autumn assessments and early teaching in the Autumn term highlighted that the areas where children are struggling the most are:

- Spelling – application of patterns and rules
- Writing generally – as very few children kept this up during lockdown and it just wasn't possible to provide meaningful feedback during that time
- Dual language skills – we have a higher number of children coming from families where English is not the only language being spoken
- Specific Maths content – this is different for each year group as it depends on which topics were missed during the summer term 2020
- Social skills in Early Years – some children are taking longer to settle as they are not used to engaging with others due to having not had this experience before

Planned expenditure for current academic year

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?
To provide classroom teaching when staff are absent due to Covid related illness	Children will still be able to access the curriculum and have the right guidance and support to learn	<p>Quality first teaching has the best impact on pupils</p> <p>Qualified teachers can provide the greatest learning opportunities for pupils</p> <p>Minimizing disruption to routines and plans</p>	<p>Teaching staff to continue to provide planning and resources. SLT to monitor this to ensure that agency and cover staff have access to the right materials.</p> <p>Feedback from TAs and pupils and teachers returning from absence about lessons being delivered.</p> <p>Close liaison with agency to report any concerns about staff efficiency.</p>	Head Teacher	<p>Monthly as part of the payroll/staffing absence reviews</p> <p>Termly as part of the data analysis</p>
To provide classroom teaching when staff are absent due to Covid related illness	SEN pupils will continue to receive their interventions as needed	<p>As identified with the barriers, there are specific areas where support is needed and this needs to be regular support</p> <p>Pupils receiving the interventions work best with their regular adults and routines</p>	<p>SENDCo and SLT to monitor timetables regularly to ensure interventions are being planned for.</p> <p>SENDCo and SLT to support TAs to deliver effective interventions and to provide support and training as needed.</p>	SENDCo	At the end of each term when assessments are carried out and provision maps updated
Total budgeted cost:					£8,500

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?
To continue to provide pastoral support as needed for individuals and small groups	Specific children will be more resilient, confident, develop good social skills, be able to cope with trauma, loss, anxiety around Covid-19	Children cannot learn if they are not in the right head space Children need the safe, familiar space to be able to talk about things that have affected them Seasons for Growth programme has had positive results previously	HT and SENDCo to monitor timetables closely and to review pastoral referrals half termly. HT to ensure Seasons for Growth programme runs each term for those who need it.	Head Teacher	Half termly and as needed if new pastoral referrals are made or CIN/CP referrals
To continue to provide support for all pupils in the area of social, emotional and mental health	Classroom culture of children feeling safe and being able to talk about feelings and emotions will be developed	Children learn best when they can regulate their emotions It's good to talk High quality texts and picture books help children to relate to different feelings and emotions	Deputy Head, English and PSHE Leads to ensure resources are used effectively in lessons to broach sensitive subjects. Use Pupil Voice to find out if children do feel they can share openly in class.	Deputy Head	Half termly as curriculum plans are monitored
Total budgeted cost:					£5,300

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?
To provide resources for Phonics and early Reading skills	Children will improve their phonics and early reading skills through having access to quality decodable texts	Some children have had less access to the necessary resources during lockdown Regular access to good quality fully decodable books enable some early readers to develop their reading skills	Phonics and English Lead, in partnership with the English Hub, to monitor use of phonics resources and support staff to implement new reading scheme so that books are matched to the phonics phases	English Lead Phonics Lead	Half termly through the phonics tracking, termly for Reading assessments
To provide resources for Maths	Children will improve their Maths skills through having access to physical resources	Where gaps exist in Maths, children will be given access to the physical resources needed to enable them to understand better	Maths Lead to liaise with staff about which resources are needed, and to monitor the use of these resources	Maths Lead	Half termly through leadership time, termly through Maths assessments
To provide resources for Spelling and Writing	Children's spelling skills will improve and their overall writing ability	Where gaps exist, resources will be used to teach specific spelling strategies. Specific focus on specific writing skills will have a greater impact on those who need it	English Lead to liaise with staff about which resources are needed, and to monitor the use of these resources	English Lead	Half termly through leadership time, termly through Maths assessments
Total budgeted cost:					£3,000

ADDITIONAL INFORMATION

- This report will be analysed and updated by FLT and the GB half termly
- It has been written to align the School Improvement Plan
- It takes account of best practice examples from the wider educational field
- It will be reviewed and adjusted as needed half termly
- It will be shared with parents and children in an appropriate way via weekly newsletters, the school website