

St George's Catholic Primary School – COVID-19 Catch-Up Spend

Summary Information				
School	St George's Catholic Primary School			
Academic Year	2020-21	Total COVID-19 Catch-UP Premium Allocated	£ 12,480	Total Number of Pupils 156

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception (EYFS) through to Year 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning (for example Fractions, Decimals and Percentages) and stalled sequencing of journeys. Children lacked resilience and focus on their initial return but have settled back quickly and still have an appetite for maths. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost the essential practising of writing skills. Grammar, Punctuation and Spelling specific knowledge has suffered, leading to a lack of fluency in writing. Those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children did not have access to school reading books during lockdown and over the Summer. Year 1 returned for a short period of time and were immersed in Phonics teaching but despite this, all children's baseline assessments in September have shown significant gaps in phonics learning, both as cohorts and individually. Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The "bottom 20%" of readers have been disproportionately affected.
Non-core	There are now significant gaps in knowledge as whole units of work have not been taught. This means that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Teaching and Whole School Strategies

Intended Outcome	Chosen Action/Approach	Estimated impact	Staff Lead	Total Cost
To rapidly address any significant gaps in learning for all children following school closures	<ul style="list-style-type: none"> • Baseline assessments using Rising Stars PIRA, PUMA and GAPS Assessment Tests to identify gaps analysis for individual learners, groups and year group cohorts. NTS used for Year 6 • Pupil Progress meetings (PPM) to address gaps in learning with teachers. • In class interventions. • Intervention groups reviewed once per half term and discussions inform PPM meetings • Purchase and use Rising Stars and NTS assessments for Spring and Summer terms to track progress. • All classes will quickly address basic skills e.g. times tables, punctuation, grammar and spelling, writing stamina. • Robust phonics programme in place Yr R-2. • Maths and English targets from Rising Stars assessments used in planning to ensure basic skills gap closed rapidly 	<ul style="list-style-type: none"> • All pupils make rapid progress from low starting points • Year 1 & 2 children meet national expectations for phonics testing • Monitoring shows resilience and increased productivity in all areas of learning 	SLT All staff	Rising Star Test Resources (PIRA, PUMA and GAPS) (£2612) Non Contact time for PPM (Use of Cover supervisor (£0) 7 Members of staff (including 1 member of SLT) trained to use school's new Sounds Write Phonics scheme.
	<ul style="list-style-type: none"> • Teachers asked to hold regular mental wellbeing sessions for their children and to make sure that children are as active in their learning as possible using resources such as Active Maths and English and Imoves 	<ul style="list-style-type: none"> • Improved mental health and well being • Improved fitness. 	All Staff PE lead PSHE lead	Teach Active English and Maths (£975)* Imoves (£679)* *PE Premium

<p>To use recovery curriculum for English and Maths.</p>	<ul style="list-style-type: none"> • CPD for staff on how to close Gaps in writing during QFT and help children achieve ARE. • Purchase of reading and grammar resources to ensure consistency with home learning and keyworker group. • White Rose Recovery curriculum with supporting resources to ensure consistency with home learning and keyworker group. 	<ul style="list-style-type: none"> • Teaching and resources matched to enable children to make rapid progress. • All households able to access the same resources as those being used in school. • Elimination of delays caused by extensive photocopying for packs. 	<p>All Staff English Lead Maths Lead</p>	<p>White Rose Spring Maths books. £590</p> <p>CGP Reading and Grammar Resources-£751</p> <p>Getting Writing back on Track £60</p> <p>Achieving ARE in writing - £120</p>
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Targeted Support

Intended Outcome	Chosen Action/Approach	Estimated impact	Staff Lead	Total Cost
<p>To rapidly address any significant gaps in learning for children identified as requiring extra support</p>	<ul style="list-style-type: none"> • Following baseline assessments, interventions timetabled to catch up on identified learning gaps: • The Intervention sessions align closely with classroom teaching. 	<ul style="list-style-type: none"> • Pupils taking part in Intervention sessions make rapid progress based on their gaps in learning and are able to access class based Learning. 	<p>VLL, Teachers, TAs</p>	<p>SHINE interventions for Reading and maths - £720</p> <p>Additional TA support £5000</p>
<p>To rapidly address any significant gaps in learning for children identified as requiring extra support</p>	<ul style="list-style-type: none"> • Pupils selected through termly pupil progress meetings and early identification meetings led by SENCo. • Children in Year 5 and 6 identified for support with national tutoring programme in maths and English. • 2 x Kickstart Apprentices appointed to give additional support with 1:1 reading, small groupwork, etc. • Intervention staff to work closely with class teacher and subject leads to identify needs and feedback on sessions. Short sessions – 	<ul style="list-style-type: none"> • Parents are kept informed about their child's progress • A clear progression in the sequence of learning for maths allows gaps to be identified and addressed. • Rapid improvement of times tables across KS2 • Reception and Nursery assessment resources, allow specific identification of gaps in language and 	<p>Teachers TAs National Tutors SENCo</p>	<p>SHINE interventions for Reading and maths. National Tutoring Programme £240 per tutoring block for up to 3 children.</p>

	<p>appropriate to age and ability</p> <ul style="list-style-type: none"> • Purchase additional resources e.g. to complement existing maths resources and quickly close the gaps especially in times tables and basic number operations • Purchase English resources for Reception and Nursery children to address early gaps in reading and language development. • EYFS staff trained to use NELI language intervention and provide support for identified children. Talk boost used as an intervention with nursery children. 	<p>target these skills.</p> <ul style="list-style-type: none"> • Parents have phonics resources at home to practice sounds that have been taught and reading materials to practice reading at home. • Identified children are given tailored support to enable them to make rapid progress with speaking and listening skills. 	<p>Kickstart Apprentices with funding from DFE Some cost to school tbc Doodle Maths and English £1,371 11 x Kindle subscriptions £87 NELI Language training funded by DFE £0</p>
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Wider Strategies

Intended Outcome	Chosen Action/Approach	Estimated impact	Staff Lead	Total Cost
<p>All children will have access to high quality resources for remote learning</p>	<ul style="list-style-type: none"> • Training and CPD for Google Classroom to ensure that it is available to use for all pupils in Year 1 to Year 6 • Younger pupils will continue to use Tapestry as a platform to support their online learning in all areas of the EYFS curriculum. • Complete remote learning procedure which is shared with parents • Enable all children to access Google Classroom in school. Support given to parents to help all access the classroom set up. • Digital devices supplied where there is an identified need. • Resources sent home to support with home learning e.g White Rose maths books. 	<ul style="list-style-type: none"> • St. George's has a clear and robust plan for remote learning which has been shared with parents • Google classroom is used effectively and supports the delivery of teaching sequences which match those taught in school 	<p>LW</p>	<p>Training and IT support for Google Classroom support</p> <p>Purchase of various programmes for spelling, times tables, etc. (DOODLE) Workbooks</p>
	<ul style="list-style-type: none"> • Children identified with emotional and mental wellbeing needs either identified by class teacher or referred by parents will receive additional ELSA support. • School will work in partnership with parents to work out the best approach to support identified children 	<ul style="list-style-type: none"> • Children have access to resources, which will support them with their emotional needs during the current period. • Support leads to an improvement in wellbeing so that children are happy and once more in the right frame of mind to learn. 		<p>ELSA assistants x3 already employed in school Additional Cost £0</p>

