



## St Joseph's Catholic Primary School

### Report: Covid Catch-Up Premium Spending 2020-21

Current Disadvantaged (Pupil Premium) Numbers: 29

Current FSM Numbers: 22

Provisional Allocation for 2020-21 (411 x £80) = £32,880

Date of Last Review: N/A

Next Date for Review:

#### **Key Priorities:**

Close the progress and attainment gaps caused by COVID-19 school closure March 2020-September 2020.

High Quality First Teaching in all areas of the curriculum

Effective differentiation in the classroom to provide additional support for pupils with an attainment gap

Improved self-confidence, self-esteem, resilience, independence and perseverance for pupils

Targeted support for pupils struggling to access the curriculum

#### **Barriers:**

Difficulty with groupings and sharing resources due to the impact of the Coronavirus

Continued attendance issues due to bubble closures, isolations, further Lockdown restrictions and parental and child anxieties.

Pupil and staff mental health and well-being

Gaps in learning – recall of basic skills, times tables, handwriting, phonics and spelling skills. Children have also missed out on full curriculum experiences – trips, visitors, powerful curriculum moments, etc.



Person: Mr G M O'Hara

Year	Total	FSM	LAC	PP	EAL
EYS	58	1	0	1	6
1	52	2	0	2	7
2	60	1	0	1	9
3	61	7	0	11	9
4	61	0	0	2	7
5	60	6	0	6	9
6	59	5	0	6	12
<b>Total EYS-Y6</b>	<b>411</b>	<b>22</b>	<b>0</b>	<b>29</b>	<b>59</b>

Area of Focus	Allocation	Description of spending	EEF Evidence	Intended Impact
Remote Learning	£2000	<p>Due to the Lockdown and potential of further Lockdown / absences through isolation, we have evolved and improved our remote learning offer.</p> <p>Staff and children have access to the following online resources to set, complete and assess learning and aid planning, both in school and at home:</p> <ul style="list-style-type: none"> <li>• Purple Mash / Serial Mash</li> <li>• Times Tables Rockstars</li> <li>• Oxford Owl online reading book library</li> <li>• Education Shed – Literacy Shed Plus</li> <li>• Letter-Join Handwriting</li> <li>• Lexia</li> <li>• Toolkit Tracker</li> <li>• Charanga Music</li> </ul> <p>We will also purchase laptops / I pads for any disadvantaged children or children who do not have access to a device at home.</p> <p>Ensure teachers have a school device, complete with camera to pre-record teaching</p> <p>Management time for our Remote Learning leader to plan, meet, implement and update policy and strategy.</p>	<p><i>Teaching quality is more important than how lessons are delivered. Ensuring access to technology is key, particularly for staff and disadvantaged pupils.</i></p> <p><i>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</i></p> <p><i>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p>	<ul style="list-style-type: none"> <li>• Further teacher knowledge and improved quality and variety of remote learning.</li> <li>• Higher level of pupil engagement and enjoyment through improved quality material and greater access to resources.</li> <li>• Improved outcomes for children and improved basic skills – handwriting, spelling, times tables, etc.</li> </ul>
Quality Teaching	£3000	<ul style="list-style-type: none"> <li>• CPD for staff – quality first teaching, assessment, AFL, questioning for greater depth / mastery</li> <li>• Subscription to the National College to provide further CPD opportunities – courses and webinars</li> <li>• Focus time for subject leaders – inset time to analyse and answer ‘deep dive’ style questions looking at the progression and skills within each subject area so that children can become ‘subject specialists’ and plan for catch-up time for skills missed during Lockdown.</li> <li>• Management and staff release time for Recovery Curriculum action plans, analysing baseline assessments, monitoring and feedback, pupil progress meetings – analysis, trends, issues and impacts.</li> </ul>	<p><i>Good teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.</i></p> <p><i>Provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others.</i></p> <p><i>Teachers not only have to address misconceptions, but also understand why pupils may persist with errors.</i></p>	<ul style="list-style-type: none"> <li>• Highly trained members of staff delivering high quality first teaching for all pupils.</li> <li>• Teachers skilled in delivering and assessing skills and knowledge within the foundation subjects.</li> <li>• Teacher and SLT have thorough knowledge of trends / misconceptions /gaps within each cohort and ensure regular review of adaptations to teaching to address this.</li> <li>• Reduction in the need for small group interventions.</li> </ul>
Teaching Assessment and Feedback	£5000	<p>Management time for subject leaders to adapt planning in line with the recovery curriculum.</p> <p>English and maths leaders ensure staff training on our assessment systems – Educater online and reading, writing and maths tracking grids.</p> <p>Look into new Rising Stars updated test materials.</p>	<p><i>Information collected should be used to inform next steps for teaching.</i></p> <p><i>Developmental progressions can be useful in informing decisions about what a child should learn next.</i></p>	<ul style="list-style-type: none"> <li>• Children are accurately assessed and these assessments are used to inform our curriculum planning for maximum pupil progress.</li> </ul>

Specific Targeted Support for Areas of Need	£8000	<p>We identified a key area of need as KS1 phonics, reading and maths skills on return to school in September 2020. We will employ an experienced teacher to teach small booster groups for seven weeks during autumn term. They will have joint planning, preparation and assessment time with the teachers in the year groups they are supporting in order to produce the most consistent, up to date planning based on children's on-going needs.</p>	<p><i>There is a strong and consistent body of evidence demonstrating the benefit of one-to-one or small group tutoring using structured interventions for children who are struggling with literacy.</i></p> <p><i>Evidence consistently shows the positive impact that targeted support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective strategy.</i></p>	<ul style="list-style-type: none"> <li>• Key groups of identified children, who are below where expected for their year group catch up on key reading and maths skills.</li> <li>• Accelerated progress for Y2 in the phonics screening check in autumn term.</li> </ul>
Resources	£6000  £5000	<p>Purchase of maths resources (White Rose maths essential kits) for individual pupils in each year group to support the concrete-abstract-pictorial element of mastery maths teaching and learning. These individual packs can be used in school and taken home to support children's learning in the event of a lockdown.</p> <p>Purchase of new reading books – chosen to support the promotion of challenging vocabulary, boys' reading and diversity – a combination of class novels and Oxford Reading Tree levelled books, plus an online subscription so that children can access the Oxford Reading library at home.</p>	<p><i>Encourage pupils to take responsibility for, and play an active role in their own learning.</i></p> <p><i>Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</i></p> <p><i>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.</i></p>	<ul style="list-style-type: none"> <li>• Raised attainment and understanding of maths across school.</li> <li>• Raised profile and love of reading across school.</li> <li>• Children will be confident readers and dips in reading attainment will be negated.</li> </ul>
Well-Being	£3000	<ul style="list-style-type: none"> <li>• Inset and management time to plan a well-being scheme of work post-Lockdown.</li> <li>• Purchase of resources to support children's well-being.</li> <li>• Purchase of an online subscription to Votes for Schools to enable children thinking and discussion time about key news topics.</li> <li>• Safeguarding newsletters to parents with tips, advice and signposting for issues such as emotional literacy and anxiety.</li> </ul>	<p><i>Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation have continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils.</i></p> <p><i>Embed social and emotional teaching across a range of subject areas: literacy, history, drama and PE and provide good link opportunities.</i></p>	<ul style="list-style-type: none"> <li>• Children feel emotionally secure and understand who they can talk to about any worries or concerns.</li> <li>• Improved behaviour in school and increased levels of engagement and focus leads to greater outcomes for children.</li> </ul>
Transition Support	£1000	<p>An interactive virtual tour of school and the grounds will be filmed and produced for the school website for all prospective parents and children to view.</p>	<p><i>School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school.</i></p>	<ul style="list-style-type: none"> <li>• Children who are joining St Joseph's from different settings or who are beginning their schooling, have an opportunity to become familiar and confident with the setting before they arrive.</li> </ul>

2020-21 Impact Log

Area of Focus	Allocation	Description of spending	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Impact and lessons learned

EEF Evidence Documents: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)