COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	**149**	Amount of catch-up premium received per pupil:	**£80**
Total catch-up premium budget:	**£11,920**	Total catch-up spend:	**£13,182.52**

STRATEGY STATEMENT
We believe that all are made of equal value, and because of this deserve an equitable learning provision to fulfil their potential: **"…for in Jesus Christ you are all children of God through faith, … There is neither Jew nor Greek, male nor female, slave nor free, for you are all one in Christ Jesus." Galatians 3:26–28** The school's aim is to minimise and wherever possible negate disadvantage caused by the COVID-19 pandemic's interruption to the normal delivery of education. This means that all children will be supported to make the expected rate of progress or better by the end of each academic year. We recognise that the best way to ensure progress is by delivering consistently excellent teaching, and only then will additional targeted support be an effective tool. Our priorities are to identify, through on-going formative and summative assessment, pupils who are not making expected progress or better, ensuring specific focus in the classroom and additional support where needed. We believe that additional support is best delivered by qualified teachers. In addition to these pupils, those who have SEND and/or are PLAC are automatically targeted for closer monitoring and support.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Slow progress due to additional support being unavailable during national lockdown
B	Infrequent/inadequate access to appropriate reading material during national lockdown

C	Unintentional lowering of expectations after a national lockdown

ADDITIONAL BARRIERS	
External barriers:	
D	Disrupted attendance due to national lockdown
E	Inequitable access to resources due to national lockdown
F	Family illness due to COVID-19

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?**
Produce contingency plan and share with the school community	All stakeholders are aware of what to expect in the event of national lockdown	Following DfE guidance for continuity of education - https://get-help-with-remote-education.education.gov.uk/statutory-obligations	Parental feedback, ongoing internal monitoring	RF (HT)	Ongoing
SEND pupils to attend school during a national lockdown	SEND pupils receive in-person core teaching to ensure progress	Recommendation 3 from EEF's Special Educational Needs In Mainstream Schools guidance, "Ensure all pupils have access to high quality teaching". This is most effective and efficient when delivered in person.	RF communicating directly with parents	RF (SENDCo)	Ongoing

Implement new assessment schedule	Children are assessed sooner into the academic year and more frequently throughout	"Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils" - *EEF's COVID-19 support guide for schools*	All teaching staff provided with updated assessment schedule. SLT to monitor adherence for completion and data submission deadlines. Supported by and accountable to SIACC.	RF (HT)	Summer 2021
Roll out Google Classroom for use in the event of future lockdown	Google Classroom is ready to use by all age groups and by all teachers	Google Classroom will work on a wide range of devices ensuring maximum coverage for families. It provides a good range of task-setting, feedback and wider communication options for pupils, parents and teachers.	Expectation of each year group to use it at least once per week throughout the school year so that pupils and teachers are used to is. Feedback during staff meetings to secure engagement.	RF (HT)	Ongoing
Frequently revisit high expectations	All children and teachers are aware of the need to re-establish routines and high expectations of standards and attainment	Being academically successful is a key-component to pupil stability and wellbeing – "Expectations can work as an inner push, but not if taken to levels of perfectionism. Make sure your high expectations are driving you to try harder, not making you feel bad. They should motivate you." *High Expectations and Well-Being – Imagine Health*	Delivered and revisited during staff meetings	RF (HT)	Ongoing
Share 'ready to progress criteria' maths guidance from DfE for class teachers, using exemplification material from NCETM	All teachers are aware of the priorities for children to make good progress in their maths learning	Teachers need to be able to prioritise and focus teaching on the most important elements of the curriculum. "This publication identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6" - *Mathematics guidance: key stages 1 and 2*, *Exemplification of ready-to-progress criteria*	Routine monitoring of mathematics teaching, SLT daily visits	RF (Maths Lead)	Ongoing

				Total budgeted cost:	£1800 (DfE Digital education platform Grant)
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?**
Increased ELSA support hours	All pupils to have access when needed to additional emotional support	Increase from 2 hours per week to 4 hours (x2 Infants, x2 Juniors) in anticipation of increased support required	RF to liaise with class teachers and KC to coordinate provision	KC (ELSA) RF (HT)	Ongoing
Deliver 1:1 catchup by a qualified teacher	Under-achieving pupils receiving focussed support against specific areas for improvement	"The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils." - *EEF's COVID-19 support guide for schools*	RF to monitor pupil progress, liaising with VC & LC	VC (1:1 teacher) LC (1:1 teacher) RF (HT)	Assessment intervals
Prepare additional laptops for pupils with limited home access	All pupils who need an additional device should have one.	Devices access, particularly in multi-child households was cited as a barrier in our parental survey on the Summer 2020 Lockdown provision. Devices refurbished and repurposed in-house as a mix of Windows 10 and Chrome OS machines	RF to liaise with families, prepare laptops and coordinate provision	RF (Computing Lead)	Ongoing
				Total budgeted cost:	£1262.52 (ELSA) £11,920 (1:1)
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?**

Implementation of a Pupil Wellbeing Tracker	Teachers to update tracker every half term to target support	"By assessing and tracking pupils' wellbeing, you can target a recovery curriculum to meet their specific needs and support their wellbeing by helping them to build up their resilience again."	Revisited at week 3 of every half-term during staff meeting time to share progress (celebrate) and troubleshoot	RF (HT)	Every half-term
Allow for breathing/down time to support pupil recovery in the classroom	All classes engaging with Chime Time, go noodle , Activ8 etc. as age appropriate, periodically throughout the school day	As recommended in the *Wellbeing for Education Return* material (DfE, DSC and The Education People) and as something which was notably beneficial for St. Faith's during the Summer 2020 national lockdown.	SLT daily visits	All teachers	Ongoing
				Total budgeted cost:	£0.00