

St Philip's Catholic Primary School

Catch- up premium report

2020-2021



## COVID-19 catch-up premium spending: summary

### SUMMARY INFORMATION

|                                |        |  |           |
|--------------------------------|--------|--|-----------|
| Total number of pupils:        | 233    | Amount of catch-up premium received per pupil: | £80       |
| Total catch-up premium budget: | £16880 | Academic year :                                | 2020-2021 |

### STRATEGY STATEMENT

At St Philip's, we want to make sure that all of our children do as well as they can and achieve their full potential. The main way that we do this is through providing quality first teaching day to day in the classroom for all of our children, which caters for the varying needs of the children in the class through differentiated teaching and learning.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

#### **Our school priorities for use of catch-up premium are:**

- A severe lack of resources of devices to support remote learning
  - Stamina in writing
- Comprehension in reading
- Development of spoken English for those children who, during lockdown, did not speak English or hear English spoken

#### **The core approaches we are implementing are:**

- Investment in IT to support remote learning
- Investment in pupil work books to support remote learning at home
- 1-1 and small group tuition in the spring and summer term for those children who, despite quality first teaching, are still falling behind

#### **The overall aims of our catch-up premium strategy are:**

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
  - To improve children's health and wellbeing through targeted programmes to enhance confidence and self-esteem for children.

**Teaching:**

Ensuring good to outstanding teaching is the most important lever schools have to improve outcomes for their pupils.

**Targeted Academic Support:**

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

**Pupil Assessment and Feedback:**

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

**Wider Support:**

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Children's limited knowledge and understanding of vocabulary and early literacy skills are limited. This issue has been further impacted due to COVID 19 as many of our EAL children have been speaking their first language at home and not had the chance to practice and develop their fluency in English. |
| B | Some pupils have had a limited access to reading material during the summer term and therefore, their reading ages, may be lower than expected at the beginning of the autumn term 2020.  |

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| C | The stamina of children within the school day plummet by the end of the school day due to social and emotional barriers                            |
| D | Pupil Premium attainment at the higher standard is below all pupils within the cohort at KS2, and this will have grown further due to the lockdown |

#### ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

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| E | Some pupils have limited space and facilities for home learning, including access to IT facilities.  |
| F | Deprivation in term of cultural capital. Pupils do not have a wide range of experiences beyond the school day and exposure to high texts. Some parents do not have high enough aspirations for their pupils. |
| G | Many parents have limited language to support their parents  |
| H | Following the pandemic, there have been low attendance rates amongst some of the PP children within school.  |
| I | The lack of efficient internet access at home and a severe lack of devices to complete online home learning.   |

## Planned expenditure for current academic year

#### Quality of teaching and whole school strategies

| Action | Intended outcome and success criteria | Monitoring and Evidence | How will you make sure it's implemented well? | Staff lead | Comments/ review |
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| <p>Implement a 6-week curriculum based on key-skill learning for each year group, followed by a curriculum tailored to specific gaps in learning.</p> | <p>Pupils make rapid progress from their September starting points. Pupils bridge gaps meaning outcomes are closer to what is normally expected in September</p> | <p>Pupil Progress meetings to see impact and actions from baseline assessments and look at direction of intervention needs. <i>Carefully planned and well timed 1- 1/small group interventions can have significant impact on pupil progress.</i></p> <p>Phonics assessments, including screening check.</p> | <p><i>Carefully planned and well timed 1- 1/small group interventions can have significant impact on pupil progress.</i></p>   | <p>CH /AW<br/>Along with all staff commitment</p>        | <p>Monitoring of assessment points and planning/ assessment ongoing .</p>   |
| <p>To review phonic logical knowledge of lower key stage 2 and key stage 1 to implement a catch up phonic programme through our RML programme.</p>    | <p>Pupils make rapid progress from their September starting points.</p>  | <p>Weekly meetings with RML leader and VP to assess impact of RML delivery , monitoring work , assessments carried out weekly .</p>  | <p><i>Carefully planned and well timed small group interventions daily with 1:1 mentoring taking place to assess weekly progress. This can have significant impact on pupil progress</i></p> | <p>CH /AW /KU/ME<br/>Along with all staff commitment</p> | <p>Monitoring of baseline assessment at the start of September and monthly to assess progress.points and planning/ assessment ongoing .</p> |

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| <p>All teachers provide resources for pupils to learn remotely</p> <p>Train staff on using MICROSOFT TEAMS to deliver remote learning</p> <p>Develop a remote-learning policy with clear expectations<br/>Teachers provide lessons in school to pupils on how to access remote learning if they are absent</p> | <p>Gaps will not significantly widen further due to time off school during self-isolation/bubble closure<br/>Staff will be able to provide live lessons and a timetable of remote learning and parent information and the daily learning journey timetable.</p> | <p>MICROSOFT TEAMS assignments daily /weekly monitored weekly which ensures provision is being made for ALL children.</p> | <p>Cameras for ICT stations £240<br/>Bluetooth head phones £450<br/>Additional mobile phone to call parents on contract - £20 a month. £220</p> | <p>CH /AW<br/>Along with all staff commitment</p> | <p>Monitor daily engagement of children in learning (when bubble closure<br/>Staff record attendance and follow up calls and daily monitoring calls home shared. assessment (statements)(assessed during absence of individual children)</p> |
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| <p>To support with mental health and wellbeing support for all children /vulnerable children.</p> <p>Focus on children's wellbeing and school expectations on return to school with Sandwell healthy minds support packs for children.</p> <ul style="list-style-type: none"> <li>- PSHE lessons</li> <li>- Dedicated days focusing on readjusting and settling in</li> <li>- EPE providing relax Kids sessions</li> </ul> | <p>Pupils are ready to recommence learning</p> <p>Pupils report feeling safe and secure at school</p> | <p>98% pupils happy to be back in school (pupil voice September 2020)</p> <p>High reduction in behaviour incidents overall for each month (Aut behaviour analysis sheets)</p> <p>Development of the WELL-BEING room to address resources, activities to accommodate children's well-being.</p> | <p><b>CH /AW/LP</b> <i>all teaching staff</i>)</p> | <p>Continue to monitor for impact – monthly behaviour analysis</p> | <p>Focus on children's wellbeing and school expectations on returning to school - PSHE / TIME TO TIME TIME /Dedicated time in lessons</p> <ul style="list-style-type: none"> <li>- Dedicated days focusing on readjusting and settling in</li> </ul> |
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| Total budgeted cost:   |   |  |  |  | £2, 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/cost  | Comments/ review   |

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| <p>Purchase of specific intervention programs and resources to be used with children at risk of falling behind e.g. PIXL</p>                 | <p>Gaps closed between Disadvantaged and not. Internal data will identify a gap of points progress through DCPRO</p>   | <p>Through workshops with PIXL and consultation with other schools who have successfully used the programme to deliver intervention. Evidence of impact was recorded.</p> | <p>Monitor the use of the programme. Tracking children through internal tracking systems on DCPRO Book looks Discussions with pupils/ teachers.</p> | <p>CH /AW</p>  | <p>Weekly / monthly through planning, assessment in the classes.</p>  |
| <p>To address gaps in attainment through a rigorous and targeted intervention programme for children who are rapidly behind their peers.</p> | <p>Gaps closed between Disadvantaged and not. Internal data will identify a gap of</p>   | <p>Data to support progress of children ,<br/>New intervention programs to support with closing the gap.</p>  | <p>Monitor the use of the programme. Tracking children through internal tracking systems on DCPRO Book looks Discussions with pupils/ teachers.</p> | <p>CH /AW<br/>DVPRO<br/>LICENCE<br/>£1,500</p>   | <p>Weekly / monthly through planning, assessment in the classes.<br/>Discussions with teachers through pupil progress. Use of DCPRO to support next steps for children working below ARE.</p>                     |
| <p>To take part in the Reception Nuffield Early Language Intervention Programme (NELI)</p>   | <p>Improve children's oral language and early literacy skills<br/>Develop children's vocabulary, listening and narrative skills<br/>Develop phonological awareness and early letter-sound knowledge as foundations for early literacy skills</p> | <p>Carefully chosen groups to take part in the programme who have been identified for improving oral skills and early literacy skills.</p>                                | <p>Training for teacher and TA entrusted to lead and manage the programme.</p>  | <p>GE/NH/CH<br/><br/>Release time supply costs for 2 days training.<br/><br/>£ 350</p> | <p>To be monitored through assessments on TT and progress against baseline assessment undertaken on a half-termly basis (S&amp;L and Literacy)<br/>Incidental observations of improvements in oral language .</p> |



| Total budgeted cost:   |  |  |   |                     | £ 8,500  |
|--|--|--|---|---------------------|--|
| 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/ cost    | Comment /review  |
| Purchase of devices and computer hardware to support remote learning   | All pupils (particularly those who are disadvantaged) are supported to participate in remote learning          | All devices and hardware can be used to enhance the learning within school and pupils can develop their confidence and skills using them. In the event of remote learning being used, pupils who have immediate access to devices and are comfortable using them, are more likely to access work | Monitoring data and engagement for those pupils who are allocated devices   | HT<br>DHT<br>£3,500 | Systems in place to ensure tracking of devices and impact of the hardware to support the disadvantaged children. |
| Purchase of new programs to support with online learning and enhancing areas in reading, writing, phonics, maths.                          | All children have a good quality diet to online programs to enhance their reading, writing, phonics and maths. | All licenses are purchased and usernames /passwords set up for all children.   | Monitoring of licenses and usernames through a monitoring matrix.   | HT<br>DHT<br>£3,000 | Systems in place to ensure tracking of programs and monitoring of license matrix.                                |
| Liaise with learning mentor and external agencies to look at key strategies of counselling, Star, Healthy minds , mental health champions. | To purchase resources and train up children to become mental health champions                                  | With our focus on mental health and wellbeing , the programme will support these areas within school to focus on these key areas to improve children's well-being.   | Training for learning mentor , training for the children chosen for the mental health champions.<br><br>Monitored weekly updates to SLT and monthly meetings and reports given to HT to assess monitoring of programme. | HT<br>DHT<br>£1,000 | Monitored weekly updates to SLT and monthly meetings and reports given to HT to assess monitoring of programme.  |

Total budgeted cost: £6,500