

ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

COVID CATCH-UP PREMIUM REPORT

COVID CATCH-UP PREMIUM SPENDING: SUMMARY

SUMMARY INFORMATION			
Total number of pupils:	310	Amount of Catch-Up Premium received per pupil:	£80
Total Catch-Up Premium budget:	£24,800		

CATCH-UP PREMIUM STRATEGY STATEMENT

Over time, attainment across the school is high compared to national and LA average, and pupils from disadvantaged backgrounds do well compared to their disadvantaged peers nationally and locally. The challenge is to reduce the gap in attainment following the Covid-19 pandemic as it is apparent that pupils have gaps in learning; may have regressed from their attainment in March, 2020 and that disadvantaged pupils have been affected more than their non-disadvantaged counter-parts.

Key Priorities:

- Reading comprehension
- Grammar
- Reasoning in maths

Quantitative data from NFER tests alongside teacher assessments has been used to measure attainment. Engagement in home learning during the partial closure of schools (March – July 2020) has also been taken in to account when identifying gaps in learning and the curriculum. Qualitative data is taken from discussion and feedback. Pupils' SEMH can be measured through reportable incidents, engagement in school and pupil voice.

As with Pupil Premium and SEND provision, there will be a graduated approach to 'catch-up':

Universal:

- Quality First Teaching with additional Teaching Assistant support in Years 3 – 5.
- Quality First Teaching with one of 5 Year 6 teachers (3 class teachers, Maths specialist and NQT)
- Missed learning / gaps in the curriculum either taught, revised or consolidated with new learning (* see MNP curriculum planning for example)

CATCH-UP PREMIUM STRATEGY STATEMENT

Graduated Step 1:

- Small Group after school intervention for 1 hour per week for ‘Amber’ pupils.

Graduated Step 2:

- Small group work (for Catch Up ‘Red’ pupils) during the school day from additional teachers/TAs. Year 6 and Year 5 pupils as priority in Autumn term

Graduated Step 3:

- Interventions for Pupil Premium pupils (See Pupil Premium Strategy)

Graduated Step 4 :

- Interventions for Catch Up/Pupil Premium Pupils: maths Specialist, NPQML Project (JJ) GDS in writing and additional teacher (for smaller groups) and/or FSW/SENDCo in Year 6
- Interventions for Catch Up/Pupil Premium Pupils in Y3 - 5: from January 2021 with additional part-time teacher
- Interventions for Catch Up/Pupil Premium Pupils in Y3 - 5: from January 2021 with SENDCo and TA (Nurture Specialist)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Slow progress in reading ages and in reading comprehension (regression during lockdown); Reading Age below Chronological
B	Language acquisition and taught strategies for the GDS in writing
C	Missed learning opportunities in mathematics which are essential for next step/sequential learning
D	Limited ability to concentrate for sustained periods, including reading and writing stamina

ADDITIONAL BARRIERS

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

E	Loss of routine and/or disrupted sleep patterns
F	Conflict in friendship groups due to increased time online: social media and/or gaming
G	SEMH difficulties during Covid-19 (or previously)

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	Review
<ul style="list-style-type: none"> Staff CPD Lesson Study/Triads Visible Learning Programme RAG rate of curriculum (see MNP) 	Progress indicators are in line with national expectations. Students make good progress in all areas of the curriculum,	Refer to: <ul style="list-style-type: none"> Visible Learning DfE's catch-up premium guidance EEF's COVID-19 support guide for schools 	Termly standards and achievement report (including Diminishing the Difference analysis) Appraisal Targets and overview Action planning / Impact Evaluation; SIP Visit CPD Impact Statements; Headteacher Termly Report; Impact of teacher led School Improvement.	Headteacher DHT Curriculum Team Leads	
Total budgeted cost:					£0

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	Review
<p>Identification of 5 losses and the impact of these on students:</p> <ul style="list-style-type: none"> • routine, • structure, • friendship, • educational opportunity • health / bereavement. <p>Devise a graduated approach for students:</p> <p>SENDCo, FSW and HT to identify opportunities to support students: in class, in small groups as one-to-one.</p> <p>*Employment of a FT teacher (from January, 2021) so SENDCo out of class and PT teacher able to deliver intervention groups</p> <p>Employment of an additional teacher in Y6 to enable small group teaching.</p>	<p>In school academic support for vulnerable and/or troubled students or challenging circumstances to succeed in education following Covid-19 lockdown and school closure</p> <p>Graduated approach ensures that the correct students are targeted for additional support based on attainment, SEMH and other vulnerabilities.</p> <p>Gaps in learning are filled. Student confidence is increased. Individual needs are met. Pupils achieve their potential.</p>	<p><u>DfE's catch-up premium guidance</u></p> <p><u>EEF's COVID-19 support guide for schools</u></p> <p><u>EEF's Teacher and Learning Toolkit: small group tuition</u></p> <p>https://www.evidenceforlearning.net/rec/overcurriculum/</p> <p>Parent/Carer and pupil survey update to share any information they feel is relevant to the child's mental health and well-being, educational achievements and/or relationships.</p> <p>One to One discussion in first week with all pupil followed by half termly review</p> <p>Year 2-Year 3 transition pupils incomplete KS1 curriculum. Assessment of pupils in Y3 who did not get the opportunity to re-sit phonics screening. EEF Catch Up research.</p>	<p>Termly standards and achievement report (including Diminishing the Difference analysis);</p> <p>Appraisal Targets and overview</p> <p>Action planning / Impact Evaluation;</p> <p>SIP Visit</p> <p>CPD Impact Statements;</p> <p>Headteacher Termly Report;</p> <p>Impact of teacher led School Improvement.</p> <p>Pupil Voice/Parent Voice</p> <p>Lesson Study</p>	<p>Headteacher</p> <p>DHT</p> <p>SENDCo</p> <p>Teachers</p>	
Total budgeted cost:					£27,597.66

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	Review
<p>Counselling provided for some students.</p> <p>Bespoke support for students who have regressed in learning. Students who have become, or already were, vulnerable are identified.</p>	<p>In school pastoral support for vulnerable and/or troubled students or challenging circumstances to succeed in education following Covid-19 lockdown and school closure</p>	<p>https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</p> <p>Parent/Carer and pupil survey update to share any information they feel is relevant to the child's mental health and well-being, educational achievements and/or relationships.</p>	<p>Headteacher Termly Report; Impact of FSW/SENDCo led School Improvement. Impact of CPD: Trauma and Mental health Informed Schools Pupil Voice/Parent Voice</p>	<p>Headteacher SENDCo FSW</p>	
Total budgeted cost:					£1,395.00

ADDITIONAL INFORMATION

*Cost of additional teacher (FT from January, 2021) not included in expenditure as this M4 teacher is replacing an UPS3 0.4 part-time teacher