

St William of York Catholic Primary School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	212	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,960		

STRATEGY STATEMENT

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At St William of York this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track”. (i.e. additional RWINc resources for KS1 and Fresh Start for KS2)
- Fund additional staff to develop the outcomes of children who have been identified as needing “catch up” in their learning. Deliver additional intervention across KS1 and KS2.
- Develop the schools Remote Learning provision so that should a year group have to close the children are still benefitting from a planned, accessible curriculum.

Aims

The broad aims for “catch up” at St William of York are:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

At St William of York, we will:

- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary. Additional intervention will be provided across KS1 through RWINc. The school will also fund additional Speech and Language Intervention throughout the EYFS.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. Themed activity days and support from outside agencies will be incorporated throughout the academic year.
- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Speech and Language
B	Phonics – identify gaps and put in appropriate support
C	Reading – Review provision/opportunities
D	Closing the gaps in Maths – Knowledge and Understanding/Using and applying
E	Learning lost across the wider curriculum

ADDITIONAL BARRIERS

External barriers:

D	Attendance
E	Access to Remote Learning
F	Mental Health and Well-Being

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/s	When will you review this?
Implement the schools catch up plan	Accelerated progress to the end of the year from their baselines (*Baseline will be the termly tests)	<ul style="list-style-type: none"> • Whole class and group/individual interventions • Shortened lunch to allow for more teaching time • Additional classroom support 	Reviewed regularly at SLT meetings	MM/JG/EN/VH/EL	Half termly
All teachers to undertake training using Google Classrooms (KS1/KS2) and SeeSaw (EYFS)	In the event of lockdown/bubble closure all teaching staff have the necessary knowledge to deliver quality remote learning	<ul style="list-style-type: none"> • Audit undertaken to assess parent/carers access to IT • 35 Laptops and 10 x 4G Routers allocated from DFE • Use of additional school laptops 	<ul style="list-style-type: none"> • Teachers to make weekly calls home to see how children are doing and raise concerns about those children not accessing provision • Registers kept of children accessing online learning 	All teaching staff	Reviews will be ongoing depending on bubble closures/ or lockdown
Increased phonics sessions across KS1	Children baselined and groups reviewed. (More flexibility required as children not able to mix year groups) Timetabling reflects increase in sessions	<ul style="list-style-type: none"> • Significant gap in Y1 and Y2 identified in September 20 • Y2 to undertake the Y1 Phonics Screening Check in autumn 20 	<ul style="list-style-type: none"> • Coordinator to ensure all timetabled sessions are taking place and review groupings on a termly basis 	VH	Reviewed termly

Fresh Start Reading Intervention KS2 (RWINc)	Improved reading outcome	<ul style="list-style-type: none"> Fresh Start has proved to be a valuable intervention for Reading and is linked to RWINc which the children follow in KS1 	<ul style="list-style-type: none"> Monitored by Literacy Coordinator 	JG	Impact will be reviewed through discussions with the class teachers and also the termly Rising Star tests.
Review Maths curriculum in view of updated guidance from WRM	Review curriculum and prioritise areas in view of DFE/WRM guidance	<ul style="list-style-type: none"> Children need to have the identified key areas embedded so they can then access next year's curriculum 	<ul style="list-style-type: none"> Monitored by Numeracy Coordinator 	EN	Impact will be reviewed through discussions with the class teachers and also the termly Rising Star tests.
Total budgeted cost:					£1,600
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?
Additional/targeted support for small group intervention until July 21 (Phonics KS1, Fresh Start KS2 and Literacy/Math's across both Key Stages)	The aim of all these interventions is to close the gaps following lockdown and to ensure that they are inline to achieve end of year expectations	Targeted intervention will lead to accelerated progress (Ref:EEF)	As the SLT is made up of the Core Subject Coordinators we will all take on responsibility for monitoring.	MM/JG/EN/VH/EL	Termly and in line with testing

Speech and Language Intervention across the EYFS using Chatterbug Project	Improved speech and language across EYFS	Noticeable decline across the EYFS in terms of Speech and Language. Targeted weekly intervention will address some of the weakest areas	EYFS staff will work alongside the SENDCo to monitor and assess impact	EL/LS/SR	Half termly
Take part in the NELI project (Speech and language Training)	Part of Catch Up programme to support the development of speaking and listening (EYFS/KS10)	Identified as a project which positively impacts on children's speech and language	One TA from Reception and one from Year One to work alongside Reception teacher	LS	Half termly
Total budgeted cost:					£14,000
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?
Use of Education Welfare Officer	Support pupils not in school. Liaise with families and promote good attendance	Undertake home visits	Head along with School Business Manager to monitor.	MM/SM	Weekly
Undertake mindfulness sessions throughout the school	Promote Mental Health and Well-Being of all children.	Address issues around anxiety and emotions.	Head to monitor along with the Pastoral Lead	MM	Half termly
Total budgeted cost:					£1,400