



St. Andrew's CEVA Primary School COVID Catch-up Premium Strategy 2020-2021

What is the 'catch-up' premium funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their own children and circumstances.

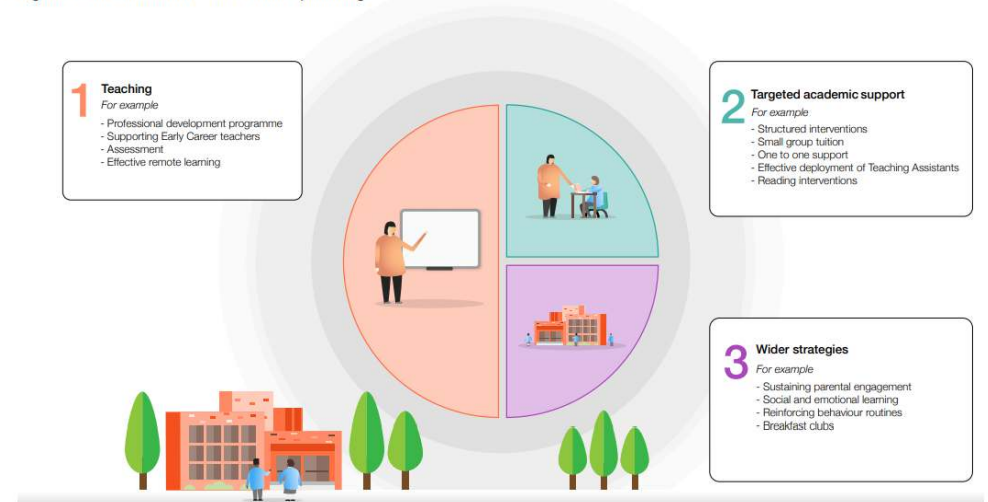
COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	335	Amount of catch-up premium received per pupil:	£81.43
Total catch-up premium budget:	£27,280		

STRATEGY STATEMENT

- At St. Andrew's CEVA Primary School, we aim to ensure that all children who have gaps in their learning/knowledge will be able to "catch-up" on missed learning. The focus will be on quality first teaching, classroom intervention, small group targeted work and 1-1 tuition using a tiered approach recommended by the Education Endowment Foundation (EEF) to ensure this additional funding is directed in the most effective way.
- The overall aim of the catch-up premium strategy is to reduce the attainment gap between your disadvantaged pupils and their peers and raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Figure 1: The tiered model for school planning



Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT: ACADEMIC BARRIERS

A	A large proportion of children across the school have gaps in learning in Reading, Writing and Maths.
B	The school has a deprivation indicator that above the national average with 26% of pupils eligible for Pupil Premium funding. This impacts on pupils' communication, language and literacy skills.
C	Social and emotional issues evident in a high proportion of children which is having an impact on their academic progress.

ADDITIONAL BARRIERS: EXTERNAL BARRIERS

D	Persistent absence for all pupils is above the national average.
E	The school has 36% of pupils who speak English as an additional language.
F	Lack of consistent daily engagement in remote learning for the majority of pupils.

SUMMARY OF KEY PRIORITIES

i	Identify and support children to close gaps in attainment in Reading, Writing and Maths.
ii	To improve children's fluency in reading.
iii	Deliver a robust and accessible-to-all remote learning strategy, when applicable, which encompasses and compliments the rich curriculum offered within school, thus reducing loss of learning.

SUMMARY OF EXPECTED OUTCOMES

iv	Tailored teaching, using specific research-based strategies, will close gaps in attainment in Reading, Writing and Maths, evidenced through data and assessment.
v	A sustainable strategy embedded across the school on teaching fluency of reading will result in improved children's reading fluency.
vi	All children able to access relevant education from home, in line with the curriculum offered in school. Training, support and resources will enable teachers to ensure that there is no break in children's education, due to COVID-19.

Planned expenditure for current academic year

Quality of Teaching for All						
<i>Barrier Addressed</i>	<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
A,B,E	<p>Employ a 0.6 highly skilled teacher for 2 terms to target KS2 pupils for gaps in learning specifically identified from Maths and Reading assessments.</p> <p>Employ 0.2 highly skilled teacher for 2 terms to target KS1 pupils for gaps in learning specifically identified from Reading assessments.</p>	<p>iv, v</p> <p>Pupils make rapid progress in lessons due to improved understanding of concepts.</p>	<p><u>EEF's COVID-19 support guide for schools</u></p> <ul style="list-style-type: none"> The EEF's rapid evidence assessment on remote learning (April 2020) found that it was the components that define effective teaching, such as clear explanations and scaffolding, that should be our focus for planning to further improve teaching in the upcoming academic year. 	<ul style="list-style-type: none"> Use effective ongoing diagnostic assessment during lessons interventions and use summative assessment by class teachers. Explicit quality first teaching: targeted support. Scaffolding: breaking down learning into smaller steps Teach cognitive and metacognitive strategies – establishing routines and learning behaviours Flexible grouping: temporary groups to facilitate collaborative learning 	Co-Heads	End of academic year

B,C,E,F	Employ 0.8 teaching assistant for 2 terms to work in KS1 for targeted support during R,W, M lessons.	iv, v Pupils make rapid progress in lessons due to improved understanding of concepts.	<u>EEF's COVID-19 support guide for schools</u> <ul style="list-style-type: none"> Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. TAs may focus on developing pupils' independent learning skills, or (re) establishing important relationships with children and families. 	<ul style="list-style-type: none"> Use effective ongoing diagnostic assessment during lessons interventions and use summative assessment by class teachers. Explicit quality first teaching: targeted support. Scaffolding: breaking down learning into smaller steps Teach cognitive and metacognitive strategies – establishing routines and learning behaviours Flexible grouping: temporary groups to facilitate collaborative learning 	Co-Heads	End of academic year
A,B,E	Ensure all teaching staff receive further training on Reading fluency and Power Maths with bespoke training where necessary and follow-up sessions afterwards.	iv, v Teaching staff have a high level of subject knowledge and a clear understanding of St. Andrew's pedagogy.	<u>EEF's COVID-19 support guide for schools</u> <ul style="list-style-type: none"> Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. High quality, evidence-informed training days can be valuable in establishing teaching priorities and strategies. 	<ul style="list-style-type: none"> Regular meetings to reflect on good practice and ascertain areas for improvement. Follow-up monitoring and bespoke training 	Subject leads (Maths/English)	End of academic year
					Total budgeted cost:	£14,788

Targeted Support

<i>Barrier Addressed</i>	<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
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A,B,C	Deliver small group or 1-1 tuition (teachers out-of-hours tuition)	iv, v Pupils make rapid progress in lessons due to improved understanding of concepts	<u>EEF's COVID-19 support guide for schools</u> <ul style="list-style-type: none"> The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. Shorter and more frequent sessions may be particularly beneficial for younger children and tutoring has been shown to be particularly effective for subjects like reading and mathematics. 	<ul style="list-style-type: none"> Sessions to be revisited regularly and are maintained over 12 weeks. 	Co-Heads	End of academic year
Total budgeted cost:						£3,325
Other Approaches						
<i>Barrier Addressed</i>	<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
A,B,C	Ensure all teaching staff receive further training on Reading fluency and Power Maths with bespoke training where necessary and follow-up sessions afterwards.	iv, v Teaching staff have a high level of subject knowledge and a clear understanding of St. Andrew's pedagogy.	<u>EEF's COVID-19 support guide for schools</u> <ul style="list-style-type: none"> There are many ways social and emotional learning (SEL) can be meaningfully combined with the academic curriculum. For example, in English, taking the opportunity to talk about a character's emotions, along with developing pupils' vocabulary to describe emotions, can be helpful to develop pupil's self-awareness. This may support pupils to articulate their experiences and feelings in this challenging year. 	<ul style="list-style-type: none"> Regular meetings to reflect on good practice and ascertain areas for improvement. Follow-up monitoring and bespoke training 	Subject leads (Maths/English)	End of academic year

A,B,C, D,F	Ensure that lesson delivery and materials are adapted for remote learning where applicable	i,ii,iii,iv All children able to access relevant education from home, in line with the curriculum offered in school. Training, support and resources will enable teachers to ensure that there is no break in children's education, due to COVID 19.	<u>EEF's COVID-19 support guide for schools</u> <ul style="list-style-type: none"> Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding and feedback— is more important than how or when they are provided. For example, teachers may recycle recorded lessons and materials, considering how they can be integrated into effective classroom practice or used in future homework tasks. Indeed, recorded lesson content could prove very effective to manage an unplanned pupil or staff absence. 	<ul style="list-style-type: none"> Monitoring throughout remote learning through phone calls and conversations on Google Classroom. Follow Remote Learning policy. 	Co-Heads	End of academic year
Total budgeted cost:						£4,385