

# St. Nicolas CE Primary School Catch-up Premium Report 2020-2021



Summary Information			
Total number of pupils	410	Amount of catch-up premium received per pupil	£80
Total catch-up premium budget	£33520	The catch-up premium has been designed to provide sustained, targeted support for catch-up following the unique disruption caused by COVID-19, it will only be available for the 2020-2021 academic year. It will be targeted to provide support and intervention using the following funding amounts: Autumn 2020: £8350 Spring 2021: £11455 Summer 2021: £13665	
Staff lead	Lorna Page		

Strategy Statement
<p>Our school catch-up strategy is to address the gaps in children's learning in order for them to make accelerated progress and reach age-related expectations by the summer term. We want to support all children in returning to school by keeping mental health and wellbeing at the core of the catch-up work. Our overall aims are:</p> <ul style="list-style-type: none"> <li>• To reduce the attainment gap between disadvantaged pupils and their peers.</li> <li>• To raise the attainment of all pupils to close the gap created by the COVID-19 school closure.</li> </ul>

Barriers to future attainment	
Academic barriers	
A.	Pupils have missed learning during school closure as children learn less when they are not in school.
B.	Oral language skills in Reception are lower overall for the majority of pupils eligible for pupil premium than for other pupils. This slows reading and writing progress through KS1.
C.	Some pupils may have had limited access to reading materials during the summer term. Their reading ages may be lower than expected at the beginning of Autumn.

Barriers to future attainment	
External barriers	
D.	Social Emotional Mental Health (SEMH) needs for a small, but significant group of pupils, is having an impact on their emotional resilience which is preventing them from reaching their full potential.
E.	Some children may need support to settle back into school life and class routines. They may have limited concentration due to a lack of structured learning experiences since May 2020.

Planned expenditure for current academic year

Quality of teaching for all
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Action	Success criteria	What's the evidence and rationale for this choice?	Review date
<p>To identify and address gaps in learning to inform planning and children's starting points.</p> <p>Additional time to practice basic skills, dependent on the need of the children in order to establish good progress. Build stamina for reading and writing.</p>	<p>Baseline assessments to identify gaps in learning. Low stakes assessments to aid memory retention. Focus on consolidation of basic skills. Recovery curriculum planned for maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. Learning Walks and book scrutiny show progress in pupil's work. Data analysis will show that whole class gaps have been filled and progress is being made. All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/21.</p>	<p>DfE Supporting the Attainment of Disadvantaged Pupils recommends teachers 'tailor teaching' to suit their pupils and share best practice.</p>	<p>July 2021</p>
<p>Review marking systems to ensure children are receiving effective verbal feedback during lessons.</p>	<p>Teachers will identify gaps in learning and adapt teaching accordingly. Use staff and team meetings to deliver training and learn from colleagues. Feedback used to make next steps explicit to children.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment. <i>'EEF COVID-19 Support Guide for Schools' Providing pupils with high-quality feedback, is likely to be a particularly promising project.</i></p>	<p>July 2021</p>
<p>Ensure all staff have strong subject knowledge of phonics in order to deliver the reading curriculum effectively.</p>	<p>Develop phonic and reading strategies across the school. Phonic INSET training to all staff (January 2021). Extra phonic reading books in Key Stage 1.</p>	<p><i>'EEF COVID-19 Support Guide for Schools' Providing opportunities for CDP...is likely to be valuable.</i></p>	<p>July 2021</p>
Total cost			£2404

Targeted support			
Action	Success criteria	What's the evidence and rationale for this choice?	Review date
<p>Implementation of the catch-up 'online' tutoring programme (National Tutoring Programme) to support pupils who are</p>	<p>Tutor provider secured. Pupils make accelerated progress in maths. Majority of children to be at, or above, age-related expectations by the end of Term 6.</p>	<p><i>'EEF COVID-19 Support Guide for Schools' extensive evidence supporting the impact of high-quality small group tuition as a catch-up strategy.</i></p>	<p>July 2021</p>

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underachieving in maths in Year 3 and 4.		DfE Catch-up Premium guidance- <i>National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.</i>	
Teacher to provide catch-up support in Year 5 and 6 in reading, writing and maths. This allows for 'same day' interventions for closing the gaps and addressing misconceptions.	Pupils make accelerated progress. Majority of children to be at, or above, age-related expectations by the end of Term 6.	Evidence from EEF and Sutton Trust for teacher to lead intervention groups.	July 2021
Implementation of Nuffield Early Language Intervention in Reception classes.	Improved outcomes in speaking and listening skills for Reception children.	DfE funded intervention programme. EEF Promising Project to show strong impact on pupil progress.	July 2021
1 <sup>st</sup> Class@Number intervention to support pupils to catch up.	Interventions monitored to ensure it builds on Quality First Teaching and is directed by the class teacher.	1 <sup>st</sup> Class@Number is an EEF Promising Project to show strong impact on pupil progress.	July 2021
Total cost			£40564

Other approaches			
Action	Success criteria	What's the evidence and rationale for this choice?	Review date
<p>Pastoral team (SENCo, HSLW, ELSA and Therapeutic Mentor) to support pupils who need extra support to settle back into school life.</p> <p>Staff have a good understanding of pupils' mental health and well-being needs in order to help children.</p> <p>SENCo to deliver training to staff on 'Wellbeing for Education Return COVID-19' –ensure whole school approach to strengthened wellbeing.</p>	<p>SEMH needs of specific pupils well supported leading to emotional stability and higher levels of self-confidence.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Pupil interviews will show that children demonstrate increased resilience.</p> <p>QCA behaviour assessment records show an improved trend of behaviour through the year.</p> <p>Strengths and Difficulties questionnaire show improvements in behaviours post intervention.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>'EEF COVID-19 Support Guide for Schools' acknowledges the importance of schools working closely with parents/carers.</p> <p>A case study from the The Key suggests that schools use funding to continue programmes that help pupils to be "emotionally receptive to learning."</p>	July 2021
CPD provided for staff on the effective use of the online learning	Pupils to be confident to use Teams in class.	Effective parental engagement supports home learning and ensures greater consistency of learning.	July 2021

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<p>platform (TEAMS) to enhance remote learning.</p>	<p>Homework to be set using Teams so pupils are familiar with how it works. Staff to model using Teams in live lessons with the children.</p>	<p>'EEF COVID-19 Support Guide for Schools'...<i>focused training on the effective use of technology is likely to be valuable.</i> The EEF suggests that this will reduce how much the gap widens (and will benefit all pupils).</p>	
			<p style="text-align: right;">Total cost    £8538</p>