St Peter’s Catholic Primary School: COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

| summary information | | | |
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| Total number of pupils: | 231 | Amount of catch-up premium received per pupil: | £79.80 |
| Total catch-up premium budget: | £ 16,439 |  |  |

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| * At St. Peter’s we recognise from our analysis of internal data that maintaining our high achievement of standards in reading, writing and maths is a priority. The Catch-up premium will therefore be spent on facilitating children to develop and practice the key skills required to meet age-related expectations in their year group. * A teacher and a TA (Level 4) have been employed by the school to deliver planned sessions in reading, writing and maths to our disadvantaged children, and to those children who have been most impacted by the closure of school due to Covid-19 lockdown. * The overall aims of our catch-up premium strategy are as follows:   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 facilitate and ensure the positive mental health and wellbeing of our children and families |

Barriers to learning

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| barriers to future attainment | |
| Academic barriers: (issues addressed in school) | |
| A | Our internal assessment and reporting shows that there is a gap in the achievement of disadvantaged and lower-achieving children in Reading and Writing in Reception and Year 1. It also shows a gap in the attainment of our Key Stage 2 disadvantaged and lower-achieving children in Writing. However, we are conscious that we are currently ranked number 1 in our EEF Families of School database. We engaged with Year 1 Recovery Curriculum seminars offered by Greater Manchester Combined Authority. |
| B | Some children may find it difficult to settle back into the daily routine of school and learning after lockdown 3. Concentration and a lack of structured, challenging learning experiences may be an issue for the achievement and progress of some children. |
| C | Some children may require support with their positive mental health and wellbeing, due to experiences they have had whilst school has been closed to the majority of children during lockdown 1 and lockdown 3. |

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| ADDITIONAL BARRIERS | |
| External barriers: (issues which require action outside school) | |
| D | In lockdown 3, a low number of our families did not engage with remote learning at all, despite encouragement and contact from school. A further number engaged in only a fraction of the remote learning on offer daily. |

Planned expenditure for current academic year

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| 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 | When will you review this? |
| Support for each class from a teacher or TA (Level 4) to deliver and assess planned, specific and timed interventions. The aim is to facilitate the children to develop their key skills in order to progress towards end of year expectations for their year group. | Children in the EYFS are on track to achieve GLD. Best endeavours will be used by staff to assess children against the EYFS profile in line with DfE recommendations.  Children in Y1 are on track to achieve their phonics check. This will be carried out internally, in light of the government decision to withdraw the phonics check for this academic year.  Children in Y2-Y6 are on track to achieve expected standard in their end of year expectations (SATS withdrawn for this academic year). | * Quality-first teaching * [DfE’s catch-up premium guidance](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium) * [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/) | Internal assessment at the end of each half term will be carried out by the teacher and TA4 who are leading the intervention groups.  Children in these intervention groups will have their progress scored on our internal progress trackers. | KR, RG | Half termly. We will carry out summative assessment of the attainment children have made in relation to the specific learning intentions of each particular intervention group. |

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| 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? |
| Develop a robust offer to promote the positive mental health and wellbeing of children at St. Peter’s. | School screen children using our internal MH quadrants. We offer interventions to facilitate children’s wellbeing for specific needs (please see the offer on our website). MH lead has developed links with other agencies in the local authority, eg. other schools, Healthy Young Minds. This will be done through attendance at network meetings for the Anna Freud learning platform. | Anna Freud learning platform  EEF wellbeing course | SLT will monitor MH quadrants and school’s provision for children – in school interventions, home learning and outreach work with other agencies. | KR, RR | Half termly as a Senior Leadership Team |
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| Total budgeted cost *to 02-04-21*: | | | | | £12, 286  £4, 153 remaining |

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| ADDITIONAL INFORMATION |
| A robust home learning offer is now in place. Please see our policy, self-evaluation summary, information for parents and remote learning timetables on the ‘home learning’ tab of our website.  Staff and parental consultation has evidenced a decline in the positive mental health and wellbeing of a significant proportion of our children and families. |