

St. Peter's C of E Primary Academy

COVID catch-up premium report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	171	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£13,680		

STRATEGY STATEMENT

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Reading – comprehension fluency across the academy through the introduction of WCGR. Specifically targeted resources are purchased for the staff to use to deliver this. Targeted supported for children in KS2 delivered through small group teaching with a catch up teacher.

Writing – whole academy approach to handwriting to ensure consistency. Introduce SPaG assessments to identify areas for future learning. Handwriting is being taught every day following a scheme. Sentence structure is an area for development across the school. Targeted support for children who have been identified as needing support with sentence structure, punctuation and grammar. They will be taught by the catch up teacher in conjunction with the class teacher.

Mathematics – whole academy approach to quick number fact recall using White Rose resources, Year 3 and 4 focus on times tables including the ongoing use of on-line systems and specific interventions, Upper KS2 reasoning support through small group teaching.

Core approaches – employing an additional teacher working four days a week to work alongside class teachers with specifically identified pupils, purchasing of resources that will have immediate impact upon learning as well as longevity within the academy

Core aims

- To narrow the gap between the attainment of pupils and the expected level of attainment for each year group that has been created by COVID-19 school closures
- To ensure that pupils from disadvantaged backgrounds make equal, if not more, progress to their peers enabling them to narrow the gap in attainment

To ensure that quality resources for whole class teaching will enable pupils to make rapid progress towards attainment expectations.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Phonics baseline in Year 1 the levels of some pupils returning to school with very limited phonic recall and application. Reading baseline across the academy highlighted that some pupils' comprehension skills were limited and reading stamina had been lost over time.
B	KS2 mathematics significant numbers of children below expectations. Majority of baseline analysis drew solving longer reasoning questions as overall issues across the phase. Whole academy baseline reflected these learning gaps in KS1 as well as a drop in being able to recall number fact.
C	Writing baseline across the academy has shown weakness in the subject. Handwriting, sentence structure, punctuation/grammar and ability to write at length are the three key issues identified across the academy.

ADDITIONAL BARRIERS

External barriers:

D	Irregular distribution of technology at home.
E	Parent confidence higher in thematic/practical activities when supporting children at home rather than Reading, Writing and Maths.

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	When will you review this?
Quality first teaching in writing.	All children will have quality first teaching. Staff will use Literacy Shed to plan to ensure content is being covered.	<ul style="list-style-type: none"> • Baseline writing assessment. • Teacher voice March 21 • Pupil work uploaded to Dojo during lockdown with misconceptions of writing in capital letters and/or saying names of letters rather than sounds 	Literacy lead to observe teaching. Book scans to ensure areas of weakness are being addressed, Pupil progress meetings to include phonics attainment data	KQ	March 2021 - pupil progress March assessment week. Pupil progress May 2021

<p>Whole class daily number focus in maths sessions (Flashback 4)</p>	<p>Pupils able to recall age appropriate number facts Pupils speed at reasoning increases due to quick number recall Appropriate mental strategies applied in reasoning</p>	<ul style="list-style-type: none"> • Maths baseline show a drop in basic number facts • Reasoning work set during lockdown was least likely to be completed by pupils learning at home 	<p>Flashback 4 in curriculum recovery plan Staff meeting for Flashback 4 Maths lesson observations in Spring 1 to include Flashback 4 teaching</p> <p>Flashback 4 to be used to continually revisit skills from previous units of work. This allows children to practice key skills frequently so that they are retained more effectively.</p>	<p>DC</p>	<p>Summer Term 2 2021</p>
<p>Whole academy handwriting scheme introduced</p>	<p>Pupils able to write in a fluid style that does not inhibit their ability to write at length Handwriting showcases pupils applied knowledge rather than becomes a barrier Presentation overall is raised reflecting the effort and pride pupils have with in their learning</p>	<ul style="list-style-type: none"> • Writing baseline • Written work outcomes across all subjects, specifically in topic sessions is below national average 	<p>Handwriting scheme introduced to be re-capped and embedded into everyday learning Presentation to be included in whole academy monitoring cycle</p>	<p>KQ</p>	<p>July 2021</p>
<p>Support quality first teaching in line with the curriculum recovery plan</p>	<p>Teachers have access to online resources and planning to ensure pupils make expected progress.</p>	<ul style="list-style-type: none"> • High quality texts are being used. • Through monitoring, children's outcomes are in line with catch up curriculum. 	<p>Audit of resources used. Approaches weren't consistent across the school. Teacher voice – difficult to know which texts to use.</p>	<p>KQ DC</p>	<p>July 2021 Ongoing monitoring</p>

Support quality first teaching in Early Years and KS1 in developing early number skills.	Teachers have access to numicon resources to support teaching.	<ul style="list-style-type: none"> High quality resources are being used. Through monitoring, children's outcomes are in line with catch up curriculum. 	<p>Audit of resources used.</p> <p>Approaches weren't consistent across the school.</p> <p>Teacher voice –lack of practical resources to support teaching in mathematics, particularly lower down the school.</p> <p>C.B. and N.H. to create a wish list of resources that will provide long term support in developing early number skills.</p>	DC	Summer Term 1 2021 Ongoing monitoring
Total budgeted cost:					£3057.50
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?
To raise attainment in writing in specific individuals (small group and 1:1 support)	At least 65% of children achieving ARE in writing.	<ul style="list-style-type: none"> Hot Write writing outcomes Evidence of editing to improve writing. 	<p>Catch up teacher will liaise with class teachers.</p> <p>Pupil progress meetings to identify specific pupils and learning gaps</p>	KQ	June 2021

To raise number fact awareness (times tables knowledge) in Year 3 and 4	70 - 75% pupils in Year 4 pass the multiplication screen	<ul style="list-style-type: none"> • Maths baseline assessment • Teacher observations/ voice of poor number fact recall 	<p>TT Rock Stars shared with Year 3 and 4 – teachers monitor home use</p> <p>Lesson observation</p> <p>Pupil and parent voice</p> <p>Intervention group planning</p> <p>Times table baseline before booster intervention, repeated at end of booster intervention</p> <p>A set of Ipads in specifically for Year 4. (I-pads due to be set up early summer term).</p> <p>Catch up teacher to work with identified groups from each year group (see timetable).</p> <p>Also twice weekly times tables sessions with catch up teacher for times tables in years 3/4.</p>	DC MT	February 2021 Spring Term
Total budgeted cost:					£10,194.50
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?

Ensure equality for all when learning remotely	Pupils learning away from school have access to online/live lessons Teachers are provided with resources to ensure online teaching is effective (web cameras/ speakers/ tablet)	<ul style="list-style-type: none"> • Technology survey Autumn term 2020 • ICT resources in the academy are limited 		SC	April 2021
Parental engagement with reading times tables learning.	Workshops for specific skills (phonics, reading, maths) shared Websites for maths and reading used regularly (TT Rock Stars/Spelling Shed)	<ul style="list-style-type: none"> • Evidence from reading records shows that children are not reading regularly at home. • Progress of some children's knowledge of times tables isn't as rapid as it needs to be. 	Feedback to LAC representatives for individual subject workshops Homework/ home learning records Monitoring of online learning websites	KQ DC	April 2021
Total budgeted cost:					£430.71

ADDITIONAL INFORMATION

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In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies