

# St Michael's CofE (VA) COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	234 on roll	Amount of catch-up premium received per pupil:	£46.67
Total catch-up premium budget:	£80/child £18,720		8p/day/child 40p/week/child £2.40/half termly/child
	Total to receive over first 2 payments based on the October 2020 census		£10,920.78
	Total received to date		£4440.00

## STRATEGY STATEMENT

At St Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey, whilst contributing to the wider community.

Our targeted and strategic use of the Catch-up funding will support us in enabling children to thrive and develop intellectually, emotionally, socially and physically by:

Building resilience

Supporting children's wellbeing

Creating a secure and safe environment with a progressive and challenging curriculum

Enabling children to be happy and self-confident with good mental health for success

Providing a range of learning experiences

Enabling children to continue to use technology effectively as a learning tool

Embedding skills securely to enable acceleration of learning

Making provision for disadvantaged pupils following a needs analysis, identifying priority for use of funding and resources

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	<p>Phonics assessment scores – current year 3 cohort (Year 1 phonics assessment data, no year 2 phonics assessment completed),</p> <p>Year 3 staff, English lead and Year group leader completed a baseline for all year 3 pupils using the Read, Write Inc intervention resource which resulted in a decision to lead daily whole class phonics teaching to cater for all 5 phases – daily teaching has been ongoing since September 2020 and remotely, during the National Lockdown (January 2021).</p> <p>Based on internal tracking systems of remote learning engagement, not all year 3 children will be able to access their original group. Assessments will need to be carried out again on their return to school. Whole class-based phonics will now be extended into the spring and potentially the summer term which will impact on other subject areas.</p>
B	<p>Speech and Language assessments of the year 3 cohort have not been completed owing to the bubble closure and National Lockdown.</p>

C	<p>Reading ability affected the accessing of remote learning and maths problems solving</p> <p>Speed in recall of number bonds and times tables – ability to then solve problems with these</p> <p>Mechanics of writing within composition (SPaG)</p> <p>Approaching mastery within maths</p> <p>Levels of concentration and sustained focus, knowledge of basic times tables</p> <p>Pupils mental health and wellbeing</p> <p>Supporting pupils in the use of technology</p> <p>Implementing the cursive script adopted as a whole school initiative in September 2020</p>
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## ADDITIONAL BARRIERS

### External barriers:

D	<p>Non engagement of some children with the remote learning offer – internal school tracking system</p> <p>Access to technology</p> <p>Skills to complete remote learning</p>
E	<p>Return to school with good learning attitudes and a growth mindset</p> <ul style="list-style-type: none"> <li>• Additional emotional and social needs – peer interactions</li> <li>• Ability to work independently to improve outcomes</li> <li>• Potential stamina and resilience building whilst adapting to a return to school (based on previous lockdown findings)</li> </ul>

Planned expenditure for current academic year

Quality of teaching for all					
Intent	cost	What's the evidence and rationale for this choice?	Implementation	Impact	When will you review this?
Providing 3 (English/SPAG/maths) x CGP books/child	£2476.10	To keep at home in preparation for bubble closure/full school closure and to support remote learning. Support for parents.	When required/small bubble closure/remote learning opportunities	ongoing	summer term
Social skill support for year 3 cohort – SENCo resources purchased	£32.50	Limited transition opportunity in the summer term and a bubble closure in the Autumn term (52 children effected) and National Lockdown.	Small group intervention	ongoing	summer term
Total budgeted cost:					£2508.60
<p><u>Catch-up priorities:</u></p> <p>By providing each child with the CGP books in advance they have supported bubble closures and have scaffolded learning appropriately for parents. If these books are only used partially, they will be brought to school in the summer term and provide a basis for catch-up learning or reviewing previous objectives.</p> <p>Modified curriculum document (November 2020) to be reviewed when we reopen.</p> <p>English modified curriculum (November 2020) will need reviewing as will the adopted modified maths curriculum (November 2020)</p> <p>The aims of our catch up will be to focus on year 3 phonics when children return from the January school closure and to reduce the attainment gap between our disadvantaged pupils and their peers whilst also raising the attainment of all pupils and closing the gaps, which have been created by Covid-19 school closures.</p>					

Targeted support					
Intent	cost	What's the evidence and rationale for this choice?	Implementation	Impact	When will you review this?
50% of salary for teacher returning from maternity leave – to lead year 3 intervention 1 day/week	£1875.75	Loss of education in year 3 owing to low starting points, maths was identified as the need for intervention. One particular maths set was assessed as requiring the full intervention support – small groups and 1:1	1 day a week/ small group support for basic maths skills.  Assessments carried out by the class teacher and ongoing review by the Intervention teacher.	Improvement in scores	Stopped due to the National Lockdown in January 2021
After school tutoring by one class teacher in each year group alongside the extra curricular club timetable	No cost Planned for in the Autumn term but owing to after school activities being stopped, we were unable to complete this.  Groups had been identified for pastoral support or academic subject coverage.	Autumn term inset (October 2020), identified gaps in knowledge based on the existing curriculum. Gaps were also identified, in some year groups, with wellbeing and social aspects of returning to school.  The year groups chose whether to offer academic opportunities or opportunities to support the wellbeing of pupils in their class. Planned when and how this would be managed – all agreed.  When the children return, we will now only offer academic after school tuition.	Invitation only to the tutoring sessions.  National Lockdown prevented this from taking place and was cancelled several times as after school extra-curricular sporting activities were not encouraged (we were rolling this out alongside sporting extra-curricular clubs).	A CT from each year group  A CT from each year group	Half termly  As required

<p>Spring term – to facilitate the opportunity for an experienced existing FTE 0.4 teacher to wholly lead Catch Up intervention across the school for a term.</p> <p>The FTE 0.8 teacher will now teach in her class for 5 days.</p>	<p>Catch up funding - £5724.43</p>	<p>The teacher is already familiar with the school and led intervention very well in the Autumn term.</p>	<p>Rigorous timetabling and liaison with the CTs on a fortnightly basis. Intervention will be based on need, assessed by the CT.</p>		<p>CTs will review it fortnightly.</p> <p>Planning meeting with the DHT every other Friday.</p>
<p>Enquiries made with the National Tutoring Programme – to support disadvantaged pupils</p>	<p>75% Government funded, 25% school budget (consider use of PPG funding)</p>	<p>Enquiries made with Protocol Education and Fresh Start to be considered in the next wave of tutors</p>			
<p>Total budgeted cost:</p>					<p>£5724.43/term</p>

## ADDITIONAL INFORMATION

We aim to ensure that teaching and learning opportunities meet the needs of all pupils; tailoring provision to meet those needs.

Our provision includes:

Using a tiered approach to 2021 academic year planning

Modified curriculum document (November 2020) to be reviewed when we reopen.

English modified curriculum (November 2020) will need reviewing as will the adopted modified maths curriculum (November 2020)

Improving pupils' ability to read, in particular in year 3

Improving the use of high-quality texts during English sessions.

Boosting those pupils for whom the gaps are greatest with specific reading interventions/phonics (RWInc in year 3)

Upskilling pupils' ability to use technology enabling them to access remote learning practice, in school, including with times tables

Use of materials to extend higher ability in maths for years 5 & 6

Small group tuition

Supporting parents and carers

## REPORTING

It will be the responsibility of the Headteacher to report to the Governors on:

the progress made towards narrowing the gap

the outline of provision that has been made

the cost effectiveness, in terms of the progress made by the pupils

Parents will receive information as to the progress of pupils through personal information sent home and individualised reports and/or during parent consultations.