

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 both KS1 and KS2 delivered through BRP (Better Reading Programme)

Writing – whole academy approach to handwriting to ensure consistency. Introduce SPaG assessments to identify areas for future learning.

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 additional member of staff working three days a week to release a TA who is trained in delivering BRP to individual and small groups of 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 and 2 displayed significant levels of pupils returning to school with very limited phonic recall and application. Reading baseline across the academy highlighted that some pupils were able to decode in KS2 but comprehension 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, content 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?
Whole class phonics teaching in Key Stage 1 and Year 3	All Key Stage 1 and Year 3 children will have a daily, 20 minute dedicated phonics lesson All Key Stage 1 and Year 3 children will make accelerated progress to reduced gaps in phonetic knowledge by end of Autumn 2	<ul style="list-style-type: none"> Phonics baseline 2020 Teacher voice September 2020 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 phonics teaching throughout Key Stage 1 and Year 3 On-line assessment system to be updated to include phonic phases and screen scores Pupil progress meetings to include phonics attainment data	KQ	October 2020 - pupil progress December 2020 - assessment week

Whole class daily number focus in maths sessions (Flashback 4)	Pupils able to recall age appropriate number facts Pupils speed at reasoning increases due to quick number recall Appropriate mental strategies applied in reasoning	<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 	Flashback 4 in curriculum recovery plan Staff meeting for Flashback 4 Maths lesson observations in Spring 1 to include Flashback 4 teaching	DC	Spring Term 2021
Whole academy handwriting scheme introduced	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	<ul style="list-style-type: none"> • Writing baseline • Written work outcomes across all subjects, specifically in topic sessions is below national average 	Handwriting scheme introduced to be re-capped and embedded into everyday learning Presentation to be included in whole academy monitoring cycle	KQ	July 2021
Support quality first teaching in line with the curriculum recovery plan	Teachers have access to online resources and planning to ensure pupils make expected progress.	<ul style="list-style-type: none"> • High quality texts are being used. • Through monitoring, children's outcomes are in line with catch up curriculum. 	Audit of resources used. Approaches weren't consistent across the school. Teacher voice – difficult to know which texts to use.	KQ DC	December 2020 Ongoing monitoring

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. 	Audit of resources used. Approaches weren't consistent across the school. Teacher voice –lack of practical resources to support teaching in mathematics, particularly lower down the school.	DC	Spring Term 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 phonics in specific individuals (small group and 1:1 support)	Yr2 – 89% pass rate Yr1 – 87% pass rate	<ul style="list-style-type: none"> Phonics baseline assessment SALFORD reading score Writing evidence (phonics application) 	Pupil progress meetings to identify specific pupils and learning gaps Baseline before booster intervention, repeated at end of booster intervention	KQ CH	December 2020
To raise reading fluency and comprehension attainment across the school	70 % of pupils in Key Stage 2 meet age related expectations at the end of the academic year	<ul style="list-style-type: none"> SALFORD baseline assessments Testbase SATs papers for each year group. 	TA given specific days to implement catch up programmes. Assessment undertaken before intervention and at the end of 10 week programme.	KQ MT	January 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 	TT Rock Stars shared with Year 3 and 4 – teachers monitor home use Lesson observation Pupil and parent voice Intervention group planning Times table baseline before booster intervention, repeated at end of booster intervention A set of Ipads in specifically for Year 4	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	April 2021
Total budgeted cost:					£430.71

ADDITIONAL INFORMATION

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