

## Darwen St James' CEP Academy

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

SUMMARY INFORMATION			
Total number of pupils:	175 (inc Nur)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£13,760		

#### STRATEGY STATEMENT

We have been open throughout the Covid-19 pandemic, for our vulnerable children and key workers.

We opened to more children in June and welcomed back over 70 children during this time.

We opened fully in September, we have as yet not closed a bubble however our attendance remains low at around 85% overall.

We had remote learning fully operational during lockdown through the use of Google Classroom, Classdojo and Purple Mash. There were many children who did not engage even with help and support due to lack of devices and internet connection. Devices were provided where possible.

FSM vouchers were provided throughout lockdown and through the holidays from September.

Once reopened and baseline had been completed we have focused on the following priorities -

SEMH and Wellbeing (pupils, families and staff)

Reading including Phonics

Writing

Maths

Speech and Language

Gross Motor skills and PD

Core Strength

Alongside providing a wide and varied curriculum offer.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers

A	Reading ARE- 20.3%/ Writing ARE- 24.3%
B	Maths ARE- 21%
C	Pupil Wellbeing

### ADDITIONAL BARRIERS

#### External barriers:

D	Attendance and Punctuality
E	Staff training
F	Devices and internet connection for home learning, as well as online safety

## Planned expenditure for current academic year

Teaching and Learning				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
English and Maths resources to bridge the gap between previous and current year group.	To enable children to start in the year group below but work their way up to current year group standards in a non-stressful way.	Through book scrutinies, Pupil Progress meetings and also through subject leader monitoring.	LP/CG/JH	Through PP meetings termly and through subject leader monitoring half termly.
Maths Mastery Resources and LBQ	To engage all learners in maths by promoting the mastery approach. Having the same expectations for all. This includes staff training as well as pupil resources.	Through training for staff. Through book scrutinies. Through Subject Leader monitoring, including pupil voice.	JH/EG	Through termly PP meetings and through half termly subject leader monitoring.
Nurture Time/SEMH groups/Pupil Wellbeing	To provide weekly nurture time with resources for wellbeing. To timetable groups of children and staff for SEMH in the Nurture room. Pupil Wellbeing and Assistant to keep in touch with families,	Through staff feedback. MyConcern information. Feedback from Pupil Wellbeing team.	LP/staff/KE	Reviewed at Pupil Progress meetings termly. Reviewed at Pupil Wellbeing Meetings.

	do 1-1 work with identified children			
Total budgeted cost:				£4,036
<p>Evidence and Impact</p> <p>Resources bought</p> <p>English and Maths resources bought include -</p> <p>Lancs Bridging units for English - all year groups</p> <p>Fast Track Phonics</p> <p>Fast Track Grammar</p> <p>Fast Track Spelling</p> <p>Comprehension books</p> <p>Developing active Comprehension</p> <p>2 additional Licenses for LBQ</p> <p>Power Maths work books - all year groups</p> <p>Key Learning in English</p> <p>Key Learning in Maths</p> <p>Key Learning in Science and the foundation subjects</p> <p>CGP books</p> <p>All year groups devised a recovery plan based on baseline assessment information - this was our starting point.</p> <p>All year groups used the bridging units for the autumn term in English. This enabled staff to use the baseline information as a starting point and pin point the gaps in learning that needed to be focused on from the previous year group. The bridging units enabled staff to do this through a structured unit of work that bridged the year before objectives leading to the current year's objectives.</p> <p>In maths, teachers started with the baseline information and catch up units from Lancashire. This was due to take 2 weeks, but ended up taking over half a term. Only then were teachers able to start the Power Maths mastery approach. Teachers in PP meetings fed back that pupils were gaining confidence in maths through the use of power maths as the pace and repetition of the work was suited to the needs of the learners. The language could be seen in lesson observations and when speaking to the children about their learning. They also liked the use of resources and the ability to take everything to a concrete level.</p> <p>Data from Baseline to Summer-</p>				

	Reading On track		Writing On track		Maths on track	
	Aut Baseline	Sum	Aut Baseline	Sum	Aut Baseline	Sum
<b>2s</b>	-	<b>0</b>	-	<b>0</b>	-	<b>0</b>
<b>PS</b>	-	<b>38.5%</b>	-	<b>38.5%</b>	-	<b>34.6%</b>
<b>Rec</b>	<b>0</b>	<b>35%</b>	<b>0</b>	<b>35%</b>	<b>0</b>	<b>35%</b>
<b>Y1</b>	<b>27.6%</b>	<b>60.7%</b>	<b>8.9%</b>	<b>55.6%</b>	<b>24.1%</b>	<b>71%</b>
<b>Y2</b>	<b>22.7%</b>	<b>50%</b>	<b>31.8%</b>	<b>41.6%</b>	<b>18.1%</b>	<b>54.2%</b>
<b>Y3</b>	<b>23.1%</b>	<b>46.2%</b>	<b>23.1%</b>	<b>46.2%</b>	<b>34.6%</b>	<b>46.2%</b>
<b>Y4</b>	<b>6.9%</b>	<b>30%</b>	<b>17.2%</b>	<b>23%</b>	<b>10.3%</b>	<b>46.6%</b>
<b>Y5</b>	<b>0%</b>	<b>34.7%</b>	<b>23.8%</b>	<b>34.7%</b>	<b>28.6%</b>	<b>43.4%</b>
<b>Y6</b>	<b>47%</b>	<b>64.7%</b>	<b>35.3%</b>	<b>47.1%</b>	<b>5.9%</b>	<b>29.4%</b>

All year groups had nurture sessions in class on a weekly basis and were resourced. Extra resources were bought to be housed in the nurture room to use as stimulus, talking and discussing points etc. For more information on Pupil Wellbeing see Pupil Premium Strategy.

#### Targeted support

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?

Phonics/Reading Intervention	<p>Using baseline data to identify children that need targeted intervention.</p> <p>To identify gaps in learning and focus on back filling those.</p> <p>To enable children to be successful in completing the Phonics Screening Test.</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	CG	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>
SPAG/Writing interventions	<p>Using baseline data to identify children that need targeted intervention</p> <p>To identify gaps in learning and focus on back filling those.</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	CG	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>
Maths Interventions	<p>Using baseline data to identify children that need targeted intervention</p> <p>To identify gaps in learning and focus on back filling those.</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	JH	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>
NELI/Wellcomm	<p>Speech and Language intervention for identified children in Reception. Using Reception Baseline</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	AS/TL	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>

	and formative assessment. Researching Wellcomm with a view to buying the KS1 resource.			
Timetabled slots using dough disco, write dance etc intervention programmes.	Targeted intervention programmes to develop Core strength, PD and Gross Motor skills across EYFS/KS1 and SEND. To develop these skills to improve writing.		TL	Termly at PP meetings and SEND meetings Ongoing formative assessment by Class teachers
Total budgeted cost:				£4,900
<p>Evidence and Impact-</p> <p>Resources specific to Intervention -  Fast Track Phonics  Fast Track Grammar  Fast Track Spelling  LBQ licenses  CGP books  Picture News Communicate and Write</p> <p>Children attended booster/intervention sessions with Teachers or LSAs.  Intervention plans always directed by the teacher and monitored by them and the Inclusion lead. Children and groups changed as often as needed.  Discussions had termly at Pupil Progress meetings with HT/SLT</p>				

NELI training, assessment and set up took place in the Autumn term ready for spring.

NELI started in the Spring term - half the term was remote due to lockdown. Not all children in the identified group joined the remote sessions.

WellComm bought and assessments started for an Autumn start.

Interventions ran throughout the year, children were regularly monitored for progress and children were moved in and out of the group as progress was made.

Pen grip and position was improved and this impacted on handwriting and letter formation.

Other approaches				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To analyse and track attendance data. Track attendance data using Cloud school data. Pull out children whose attendance is concerning or could be a concern and contact parents, liaise with Pupil wellbeing and outside agencies where necessary.</p>	<p>To increase attendance by a variety of means - PR flyers Attendance newsletters Attendance rewards and prizes Raise attendance and punctuality profile even further within the community.</p>	<p>Staff feedback SLT meetings Regular monitoring - through cloud school and MyConcern.</p>	CG/LP	<p>Weekly attendance meetings SLT meetings</p>
<p>Staff training - Google Classroom, Purple Mash, Online Safety etc</p>	<p>To ensure staff confidence. To enable staff to do more things with remote learning to engage more learners.</p>	<p>Staff feedback Evidence on Google Classrooms Learner engagement Pupil voice Feedback from parents</p>	LP	Half termly
<p>Join National Online Safety website</p>	<p>To raise the profile of Online Safety within school and the wider</p>	<p>Staff feedback Pupil voice Feedback from parents</p>	LP/AS	Termly



	community. Provide information to families, pupils and staff. Provide uptodate training for staff.			
Have resources available to support online learning at home. By providing some devices and internet access to families in need.	Use the ICT audit to identify families that need support with devices and or connectivity. Provide devices where possible. Provide internet access through Vodafone data package.	Pupil and parent voice Monitoring Online engagement	LP/KE	As the need arises.
Total budgeted cost:				£4,800
<p>Evidence and Impact-</p> <p>Attendance was monitored on a daily/weekly basis with attendance calls being made on a weekly basis for families of concern, also meetings being called to set attendance targets for those families that had poor attendance. Pupil Wellbeing coordinator involved with families that were vulnerable with poor attendance and other outside agencies as required. Incentives such as vouchers and tablets for 100% attendance and punctuality raffle were purchased termly, and during advent we had a daily prize giving. Which showed an improvement in our attendance figures, we also show an improvement from Autumn to Summer, even with class bubble closures.</p>				

## ATTENDANCE - Autumn Term 2020/21

(Friday to Thursday)

W/E (Thursday)	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec
YR	76.5%	100.0%	86.3%	91.8%	95.3%	94.7%	96.5%	90.4%	86.8%	84.7%	88.2%	91.8%	93.5%	97.1%	91.2%
Y1	88.3%	86.8%	92.6%	88.2%	94.6%	90.4%	96.9%	96.2%	83.7%	80.8%	94.6%	93.1%	90.8%	90.0%	89.4%
Y2	84.8%	83.5%	88.7%	84.5%	83.3%	87.8%	87.4%	85.9%	86.4%	85.5%	88.2%	87.3%	92.7%	95.5%	94.3%
Y3	90.4%	87.7%	79.2%	85.7%	90.4%	92.8%	96.8%	93.0%	93.0%	89.2%	89.2%	90.0%	84.6%	94.6%	95.2%
Y4	91.4%	86.7%	85.3%	87.3%	92.7%	91.0%	86.9%	89.7%	85.3%	89.3%	84.1%	87.9%	91.4%	93.2%	91.1%
Y5	91.4%	91.7%	88.5%	74.1%	85.2%	85.2%	91.8%	95.5%	77.0%	75.5%	82.3%	89.1%	90.5%	88.6%	95.2%
Y6	93.3%	83.1%	82.5%	77.5%	86.3%	85.3%	90.0%	92.9%	92.9%	87.9%	87.9%	92.9%	94.3%	96.3%	93.8%
Whole school average	88.3%	88.1%	86.3%	84.3%	89.8%	89.8%	92.2%	91.9%	86.1%	84.7%	87.8%	90.1%	90.7%	93.3%	92.8%

96%+  
High

95-6%  
Above Ave

94-5%  
Average

90-94%  
Low

>90%  
Very Low

## ATTENDANCE - Summer Term 2020/21

(Friday to Thursday)

W/E (Thursday)	15-Apr	22-Apr	29-Apr	6-May	13-May	20-May	10-Jun	17-Jun	24-Jun	1-Jul	8-Jul	15-Jul
YR		94.7%	91.6%	92.1%	90.5%	87.8%	93.0%	98.0%	99.0%	98.0%		91.0%
Y1		94.6%	92.8%	92.0%	92.8%	89.6%	95.2%	92.3%	93.9%	90.8%	95.4%	93.1%
Y2		93.6%	93.6%	93.6%	93.6%	87.2%	93.6%		97.6%	90.4%	88.0%	82.8%
Y3		96.2%	99.2%	95.5%	95.2%	93.6%	96.7%	91.7%	91.3%			84.0%
Y4		91.1%	94.1%	93.5%	88.9%	95.6%	90.7%	92.1%				97.1%
Y5		88.6%	88.2%	91.0%	95.5%	91.4%	90.0%	90.0%	97.3%	92.7%	91.8%	94.1%
Y6		94.1%	94.1%	91.2%	96.5%	90.6%	91.0%	90.6%	95.3%	92.9%	90.6%	94.1%
Whole school average		93.3%	93.7%	92.7%	92.6%	90.8%	93.0%	92.5%	95.7%	92.7%	91.5%	90.9%

96%+  
High

95-6%  
Above Ave

94-5%  
Average

90-94%  
Low

>90%  
Very Low

Purple Mash training was purchased to enable staff to use this effectively in class and through remote learning, Google Classroom training was also purchased to enable staff to use Google Classroom for homework tasks as well as a vehicle for blended learning during lockdown and bubble closures. This was highly effective during those times and enabled live lessons to be a part of our daily offer. Parents commented on the structure of this being much better than the first lockdown and also was a huge help to parents.

We joined National Online Safety which has enabled a huge amount of staff training as well as great resources to raise awareness with children and parents which we regularly use via class dojo.

11 chromebooks and licenses were purchased to be able to have devices available for home learning.

Now Press Play was a resource purchased to enable children to have experiences that didn't involve going out on trips. The experiences help bring the curriculum to life and the children were immersed in the event and were actively able to talk about their learning using subject specific vocabulary and then this transferred into their work in the classroom.

## ADDITIONAL INFORMATION

We have used a number of evidence based pieces of information to inform our decisions on the above including -

Baseline assessments - Rising Stars Optional Tests/Phonics

Reception Baseline

Nursery Baseline

Recovery Planning Documents - whole school and year group specific

ICT audit for parents

Pupil Progress meetings

Subject Leader Monitoring

Attendance data and analysis

Government Guidance

LA guidance

Trust Guidance

Research - e.g. EEF

Sharing good practice through Cidari HT meetings and SIG