



St Bartholomew's C of E Primary School

COVID-19 Catch-up Premium expenditure 2020-2021

Many children at St Bartholomew's C of E Primary, as well as nationally, have experienced unprecedented disruption to their education as a result of the COVID-19 pandemic. Due to high numbers of children from vulnerable and disadvantages backgrounds, many children have been negatively impacted by the lost time in education. This document highlights how school leaders have used the COVID-19 Catch-up premium funding to support children in our school. The funding will be used towards our prioritised areas, with the school contributing the rest of the expenditure from our budget.

Academic year: 2020/21	Total number of eligible pupils: 631
Funding allocation per pupil: £80	Funding allocation for whole school: £50480

The school's catch-up priorities are:

- Ensuring children in EYFS make a good start to their formal education, and that any missed time in Nursery doesn't put them at a disadvantage.
- Continue to raise attainment in phonics and reading across school, so that children can access learning in all curricular areas.
- To provide targeted support to individuals and groups who have been negatively affected by school closures.
- To provide targeted support to pupils with SEND.

The overall aims of our Catch-up premium funding use are:

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To raise the attainment of all pupils and close the gap created by COVID-19 school closures.

Barriers to learning at St Bartholomew's:	
In school barriers (issues to be addressed in school)	
A	<p>Cognitive:</p> <p>The majority of children enter school significantly below age related expectations</p> <p>Some children require further support with their knowledge and understanding of basic skills in reading, writing and maths.</p> <p>Gaps in learning mean that some children need to be targeted for individual/ small group support to help them catch up. These gaps have been widened by school closures for some children.</p>
B	<p>Social/ emotional/behaviour issues:</p> <p>Children require support to develop and manage their self-confidence, emotional well-being, self-control and independence due to a variety of factors.</p> <p>Individual children have had their mental health negatively impacted by the amount of time they spent away from school in 2020.</p> <p>The school's non exclusion policy helps integrate children with significant behavioural issues into main stream education, however these children require individualised support to help them access learning.</p>
C	<p>Oral language:</p> <p>Spoken language skills of children in Reception and KS1 are lower for children eligible for PP than other children. This has an impact upon reading and writing attainment.</p> <p>Many children throughout school have specific needs with their language and communication, which require additional targeted support.</p>
D	<p>Mobility:</p> <p>Although the school has rectified some historical mobility issues, the legacy of this still currently impacts upon learners across school. Lots of children across school started their educational journey with us after Reception.</p>
External barriers:	
E	<p>Financial/ home life implications:</p> <p>A number of families live in landlord housing and often move from house to house due to rent arrears.</p> <p>Many children have less access to cultural and social experiences, which would enhance their skills, knowledge and understanding of the wider world and help develop their imagination.</p> <p>Numerous families struggle to provide a sustained healthy diet for their children which can result in children being distracted as they are coming to school hungry.</p> <p>Some families find it difficult to ensure their children are 'school ready' - many children come to school without appropriate uniform, PE kit and equipment such as glasses and hearing aids.</p> <p>Several children in Early Years and Key Stage 1 are not yet toilet trained.</p>
F	<p>Attendance:</p> <p>Some families have low attendance/ poor punctuality due to issues arising from home.</p> <p>Due to lack of school places in some areas, children often travel from out of catchment and require support with travelling arrangements so they can attend school every day</p>

Planned expenditure:

Action	Intended outcome	The evidence / rationale for this choice	Cost	How this will be monitored	Staff Lead	Review/impact including date
To create an extra Reception class, with an experienced teacher, to provide higher staff to pupil ratios.	Any gaps in learning are addressed from when children start school, to provide pupils with the best possible start in their academic lives. More pupils will achieve the ELG, compared to if this support was not put in place.	The amount of pupils we have in Reception has increased, compared to the original numbers we had in Summer 2020. Teacher initial assessments also highlighted the need for intervention, as missed learning opportunities from Nursery were evident, as well as a lack of social interaction throughout school closures.	£11802 extra for additional working days payment (including oncosts)	Lesson observations Pupil progress meetings Assessment data Discussions with staff	Jane Wainwright Kath Brown	Review: Extra reception class created from 2/11/2020. Class adapted during January – March lockdown, but we will revert back to three smaller reception classes from 8th March. Impact: Smaller classes mean children get more adult support and personalisation of EYFS curriculum. Extra staff have been moved to support the high amount of high level special needs children in the cohort. Extra provision has also been put into place for the next academic year.
To create an additional sensory room for pupils with SEND.	Pupils with SEND will make academic progress and work towards individual targets. Their social and emotional needs will be met.	The current Reception cohort has a high level of pupils with SEND, many of which have been diagnosed with autism. These children also missed Nursery during the spring and summer term and lacked transition into reception. These pupils need an enabling environment to support their academic and mental health needs. SA has resourced a sensory room and has undertaken	Electrics: £1135 Floor padding: £675 Resources: £500 Total cost: £2310	Pupil observations Pupil progress meetings Assessment data Discussions with staff	Sarah Appleton	Review: Additional sensory room set up and used as targeted provision for identified reception pupils. Impact: Learning and provision is closely matched to individual graduated support plans and EHCP plans. The school has also expanded this provision for the next academic year, where a classroom will be turned into a SEND base, with provision appropriate for our high level SEND pupils. This will also include a Safe Space unit.

		training to best support these pupils.				
To hire an academic mentor to work across Years 1 and 2 to support reading and phonics.	Phonics and reading learning gaps will be addressed through targeted intervention from an English specialist mentor.	Staff discussions and formative assessments highlighted that some pupils in KS1 required additional support in reading and phonics, following school closures. The school have hired an academic mentor to address these additional needs.	£24,266 (including oncosts)	Lesson observations Pupil progress meetings Assessment data Discussions with staff	Lisa McCaffrey	Review: Academic mentor employed from October 2020 and provided extra support for English. He has taken a lead in supporting online learning, including providing daily feedback to pupils. Impact: phonics intervention closely matches individual pupils. On the return to school, pupils started phonics interventions again, to address any gaps in learning.
To use an experienced teacher to provide catch-up support for pupils in KS2 for an allocation of 1 day per week.	Targeted support will be given to individuals / small groups to address any learning gaps, in order to improve progress and raise attainment in reading, writing and maths.	Through pupil progress meetings and discussions, pupils requiring additional support following their return to school will be targeted with a personalised intervention/extra support.	£11,447 (including oncosts)	Pupil progress meetings Assessment data Discussions with staff	SLT	Review: Due to staff absence from Sep 20 – Jan 21, this provision started in Years 5 and 6 in Feb 21. This provision then continued into the Spring and summer term to support individuals identified during pupil progress meetings.
To invest in targeted tutoring to support identified pupils in Years 3 and 4, who were negatively impacted by	Small groups of pupils will receive targeted support to ensure they make excellent progress in reading, writing and maths.	Through pupil progress meetings and discussions, pupils requiring additional support following their return to school will be targeted with extra tuition from a qualified tutor.	£1575	Pupil progress meetings Assessment data Discussions with staff	Billy Waters	Review: This was implemented in the summer term. It has a positive impact upon addressing gaps in learning and ended 4 weeks before the end of term.

school closures.						
To invest in targeted tutoring to support identified pupils in Years 5 and 6, who were negatively impacted by school closures.	Small groups of pupils will receive targeted support to ensure they make excellent progress in reading, writing and maths.	Through pupil progress meetings and discussions, pupils requiring additional support following their return to school will be targeted with extra tuition from a qualified tutor.	£1460	Pupil progress meetings Assessment data Discussions with staff	David Needham	Review: To be implemented week commencing 15/3/21. This provision has continued to support small groups of pupils throughout the spring and summer terms and individual children have had gaps in learning reduced.
Total expenditure: £51,285						