



St Peter's RC Primary School

COVID-19 catch up premium grant allocation 2020-21

Overview of the school

Number of pupils and COVID-19 catch up premium grant received	
Total number of pupils eligible	371
Amount of COVID grant received per pupil	£80
Total amount of PPG received	£29,680



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School Statement on COVID-19 catch up spending 2020-21

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

At St Peter's we have identified through pupil progress meetings the key barriers to learning for particular groups of children and the funding accordingly.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology



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Identified Impacts of missed learning time:	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now wider.</p>
Other subjects	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</p> <p>Children have also missed out on the curriculum experiences e.g. trips and visitors.</p>



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How we plan to remove barriers to learning for pupils: For some pupils, the barriers to learning post COVID-19 have been removed in the following ways:

- **bereavement, grief and trauma** – obviously this is a very sensitive area and bereaved or traumatised children may be affected for many years, therefore this will remain a barrier to learning. We have planned support with a qualified 'rainbows' bereavement counsellor, who has experience with supporting children with bereavement, grief and trauma. She will meet with them regularly and support them with coping strategies which they can use back in their mainstream classroom.
- **gaps in learning due to time off school during lockdown** – teachers have identified children swiftly since returning to school in Autumn 2020 and have started to support the children causing concern by referring them for group sessions with TAs and teachers in the areas where gaps have appeared. This will be individualised for each child. Children who have experienced the biggest loss in learning due to lack of engagement with online learning or home learning during lockdown are given priority.
- **parental support** – phonics workshops, reading workshops and maths workshops for parents.

Objectives in spending: Following the COVID 19 pandemic and lockdown in 2020, it is more important than ever that our children have access to high quality tutoring and regular opportunities for outdoor learning to support their physical and mental health and wellbeing.

Tutors have been identified from our existing teaching and TA staff:

- Mrs Mc Bride
- Mrs Jensen

Who have been given additional time, or timetables have been organised to dedicate to tutoring activities post lockdown. These members of staff will prioritise the children with the highest need and will report on progress to the SLT and governors. Quality first teaching is in place for all pupils and the SLT are supporting tutors and class teachers with resources for tutoring.



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Record of COVID grant spending by item/project 2020-21				
Area to develop	Chosen approach	impact	Staff lead	Review Date
<p>Supporting quality first teaching</p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <ul style="list-style-type: none"> • Consistent focus Quality First Teaching/Pedagogy and AFL • Modified curriculum to address gaps in learning identified through baseline Focus on whole class • teaching, effective feedback within lessons • focusing on misconceptions, (£2000) 	<ul style="list-style-type: none"> • Rapid progress • Accurate AFL • Closing the gaps in learning • Children responding to feedback clear how to make improvements • Engagement and ready to learn 	HT/DHT (wider SLT)	Summer 2021
<p>Wellbeing of pupils</p> <p>During the month of September and during the November 2020 lockdown period, TAs working additional hours to support children's return to school,</p>	<p>16 TAs working 2.5 hours extra per week for 8 weeks</p> <p>(£1100)</p>	<ul style="list-style-type: none"> • Children feel happy and secure • Children are ready to learn 		Summer 2021



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<p>and to provide additional tutoring before Autumn 2 Assessments.</p>				
<p>Tutoring Sessions</p> <p>Weekly tutoring sessions with Mrs Jensen or Ms McBride in Writing and Maths for most vulnerable groups from each year group with the aim of closing the gap between pupils who are at age related expectations and those children who are not yet at age related expectations.</p> <p>Summer Term: NTP tutoring</p>	<p>To improve outcomes for target pupils who are below age related expectations in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • Mathematical building blocks needed for current year group. • Catch up programmes to close the gaps in structured writing. • Gaps in technical language – application of vocabulary impacting on grammar and writing. <p>(£13,500)</p>	<ul style="list-style-type: none"> • Rapid progress • Closing the gaps in learning • Engagement and ready to learn 	<p>DHT (&EJ)</p>	<p>Summer 2021</p>
<p>Rainbows Counsellor</p>	<p>To support pupils who have suffered loss through regular sessions. x2 afternoons per week HLTA directed time.</p> <p>(£1000)</p>	<ul style="list-style-type: none"> • Children feel supported and are able to regulate their feelings and emotions and are able to cope with school life 		<p>Summer 2021</p>



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<p>Extended school time</p> <p>Identified children are able to access a weekly catch-up club (30 minutes per day). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Teachers will identify 6 children within the class that require additional intervention. The cost of a TA per class (x3 a week) and snacks for the children is made available.</p> <p>(£3600 + £400)</p>	<ul style="list-style-type: none"> • Progress in identified areas • Confidence and well prepared for other areas of learning 	<p>DHT /SLT</p>	<p>Summer 2021</p>
<p>Supporting parents and carers</p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</p> <p>(£1500)</p>	<ul style="list-style-type: none"> • Well informed and settled parent/carer community • Parent/carers equipped and supported • Children are settled and happy 	<p>SLT</p>	<p>Summer 2021</p>



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<p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. (£500)</p>			
<p><u>Access to technology</u> Teachers need laptops that are equipped with webcams and allow them to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase 18 Laptops for teachers to facilitate home learning. £11,400 (£6080 paid through CC-UP + £5320 from budget)</p>	<ul style="list-style-type: none"> • Full participation and engagement • Access to additional resources • Ability to submit learning and gain feedback • Greater contact with parents/carers/wider community • Effective use of time • Significant development in staff's CPD 		<p>Summer 2021</p>

Total Budgeted cost	£35000
Cost paid through Covid Catch up	£29680
Cost Paid through School Budget	£5320



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