



# St Paul's CE Academy COVID Catch-Up Premium Report

COVID catch-up premium spending: summary

## SUMMARY INFORMATION

Total number of pupils:	618	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£49,440		

## STRATEGY STATEMENT

## SUMMARY INFORMATION

Our proportion of disadvantaged pupils across the school is relatively high compared to the national picture at 38.2% vs 28.5% (National), which is 232 pupils. Hastings is an area of high deprivation. The extended period of lockdown meant which meant that

In Term 6, Reception, Year 1 and Year 6 returned to school to resume their education. Approximately, two-thirds of these year groups returned to school at the start of the Summer term.

For all other year groups, other than key workers and vulnerable children in those year groups, there was no return to school until September of the new Academic year. This has meant that in the last year: January 2020 – December 2020, children in these year groups were in school for 115 days as opposed to the 190 days that they should have been. This had a significant impact on their education and well-being and behaviour for learning. These year groups are now: Year 3, Year 4, Year 5 and Year 6. These year groups, in particular, are of particular focus to us as a school as we seek to recover lost learning.

Upon re-opening on September 2nd 2020, we had a high percentage of children back in school. The whole school attendance over this period for all pupils was 95.8%, which was above the national average of 87%. COVID related absence accounted for 56 days since September.

On the return to school, we were mindful that children needed time to settle into school and this was facilitated with the support of Teaching Assistants for the first two weeks of term who did additional hours to support the transition back. Along with a staggered start, to ensure systems put in place worked effectively, children were given the opportunity to say goodbye to their old teacher before moving into their new class.

The school has had a focus on the teaching of core subjects since September to support the recovery of the children. There has been a particular focus on Phonics in Key Stage 1 as we worked towards the missed Year 1 Phonics assessment which was submitted to the DFE in December. 81% of St Paul's Year 2 children passed the Phonics screening. We will continue to work towards all children achieving the Phonics screening pass mark by the end of Year 2.

The core of our strategy is centred around catch-up and intervention groups which take place in the afternoon to support the children who have been identified as having lost learning. We have employed a catch-up teacher who has been primarily focused on working with Year 3. We have the aim of reviewing her deployment throughout this academic year as catch-up takes place. This will now need to be reviewed in light of the most recent lockdown and the further impact of lost learning on the children.

Recovery curriculum planned for Maths and English for each year group.

### **Aims of the catch up premium**

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

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	To establish effective and supportive transition for all stakeholders to return to school safely, considering their mental health and well-being, from September 2020. <b>(Recovery)</b>
B	To prioritise, identifying gaps and <b>re-establishing</b> good progress in Reading, Writing, Vocabulary, Phonics and Maths. <b>(Recovery)</b>
C	Ensure that work is coherently planned and sequenced towards the gaining of knowledge, and skills, taking into account lost learning of pupils. <b>(Recovery)</b>

### ADDITIONAL BARRIERS

#### External barriers:

D	High numbers of pupil premium children.
E	Lack of access to ICT to facilitate online home learning.
F	High level of safeguarding and child protection concerns.

## Planned expenditure for current academic year

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?	Cost
<p>TAs to support through taking the registration period so that the teachers could meet and welcome their new children to their new class.</p> <p>Duration: Half an hour for the first two weeks of term.</p>	<p>Children feel a sense of well-being and belonging.</p> <p>Children feel are reassured about the return school through contact with familiar faces.</p>	<p>Children had no transition so that they could meet their new teachers during the Summer term. This meant that an uncertain start could add to anxieties around the return to school.</p> <p>Parents had voiced their concerns about children not having met their new teacher yet.</p>	<p>SLT and harbor staff will be on the playground the children coming into school and ensure the system is working effectively.</p>	SLT	Effectiveness of transition reviewed after two weeks.	£448.69
<p>Teacher employed for 2.5 days per week to support with catch-up in specific year groups.</p>	<p>Children are identified require targeted intervention.</p> <p>Children are given targeted intervention to facilitate catch-up in Maths and English depending on their need.</p>	<p>The expertise of a qualified teacher will enable accelerated catch-up to take place.</p> <p>The teacher will be able to assess children's gaps , plan learning where needed and deliver focused intervention.</p>	<p>Teacher will submit a termly overview of catch-up made by focus children.</p> <p>Teacher will participate in review meetings to regularly review areas of focus.</p> <p>Teacher will work alongside the year group team.</p>	Heads of School	Termly reviews with data provided.	£12,931

<p>Teaching Assistants to provide afternoon interventions for focus children.</p> <p>(October 2020-December 2020)</p> <p><b>Note:</b> This has stopped because of the National lockdown. (January 21)</p>	<p>Children who require targeted intervention are identified by teachers through review meetings</p> <p>Children are given targeted intervention to facilitate catch-up in Maths and English, including Phonics, depending on their need.</p>	<p>Year group Teaching Assistants know the children and work closely with the class teacher.</p> <p>Class teacher will identify areas of learning (gaps) for the Teaching Assistants to focus on.</p> <p>Daily intervention is likely to deliver accelerated progress.</p>	<p>Monitoring of interventions from teachers.</p> <p>Regular review of progress made by targeted children through review meetings.</p> <p>Outcomes show accelerated progress is being made.</p>	Teacher/SLT	Termly	£3,106.38
Total budgeted cost:						£16,486.31
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?	

<p>Teaching Assistants to provide afternoon interventions for focus children.</p> <p>(March 2021-July 2021)</p>	<p>Children who require targeted intervention are identified by teachers through review meetings</p> <p>Children are given targeted intervention to facilitate catch-up in Maths and English, including Phonics, depending on their need.</p>	<p>Year group Teaching Assistants know the children and work closely with the class teacher.</p> <p>Class teacher will identify areas of learning (gaps) for the Teaching Assistants to focus on.</p> <p>Daily intervention is likely to deliver accelerated progress.</p>	<p>Monitoring of interventions from teachers.</p> <p>Regular review of progress made by targeted children through review meetings.</p> <p>Outcomes show accelerated progress is being made.</p>	Teacher/SLT	Termly	£6, 212.76
<p>Online tutoring programme</p>	<p>Children who require targeted intervention are identified by teachers through gap analysis.</p> <p>Children are given targeted interventions in Maths and English, including Phonics, depending on their need.</p>	<p>Qualified Tutors identified by the National Tutoring Programme to work online with children. TAs will support the children whilst online.</p> <p>Gap analysis identify gaps in learning,</p> <p>Weekly online interventions.</p> <p>Regular feedback and progress to be fed back to class teacher and Senior Leaders through weekly reports.</p>	<p>Regular review of progress made by targeted children through generated report from the tutoring programme.</p> <p>Outcomes show that children are making progress and gaps in learning have closed.</p>	Teacher/SLT	Weekly/Termly	£26,740.93
Total budgeted cost:						£49,440