



St Bartholomew's C of E Primary School

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	524	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£42,240 tbc		

STRATEGY STATEMENT

Our priority is to provide children with a safe, nurturing environment in which children feel happy and able to reconnect with effective teaching and learning routines. PSHE will be a key taught lesson in every class from the start of Autumn 2020 and teachers have been trained to ensure a consistent and effective approach. The focus of the curriculum will initially be English, maths, PSHE, RE and PE.

Teachers will conduct simple low stakes assessments and through these will identify those children who require additional catch up support. This will be provided with intervention 1:1, small group support.

Barriers to learning for our disadvantaged pupils will be identified and funding will be used to attempt to address these.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low level of phonics / reading within KS1 children
B	Poor mental arithmetic in upper KS2
C	Many children (particularly boys) did not engage with writing during the lockdown period

ADDITIONAL BARRIERS

External barriers:

D	Some of our disadvantaged children did not have access to online learning
E	Some children engaged very little with learning outside school
F	

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?
Purchase the Jigsaw PSHE scheme of work, including training for staff. Purchased by PTA. Additional resources purchased by school.	Weekly lessons taught in every class.	Lessons provide children with the opportunity to discuss their thoughts and feelings designed to impact positively on their emotional well-being.	Teachers to have included in their Performance Management objectives.	Mrs Matthews / Miss Cronin	July 2021
Teaching focused on supporting children's understanding of basic skills. Purchase of subscription to Oxford Owls to promote reading.	Children's knowledge gaps are reduced in maths and English.	Children re-visit prior learning in order to fully embed skills before progressing.	Regular low stakes assessments to check on progress. School's data tracking system.	Maths and English co-ordinators	End Spring 2021
Writing remains a whole school priority. Looking into purchase of Read, Write Inc Spelling	Particular focus on improving the number of Y6 children who achieve the expected standard in RWM.	<ul style="list-style-type: none"> Evidence from the EEF families of schools database Writing decreases our school's performance as compared with a similar family of schools – see above link.	Staff meetings (Teams) Monitoring of non-negotiables	Writing co-ordinator	Summer 2021
Total budgeted cost:					£1000.00

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?
Phonics intervention groups for KS1	Increase numbers of Y2 children passing the phonics screening test in November 2020.	EEF's COVID-19 support guide for schools Small group and 1:1 interventions effective in reducing gaps.	Planned and implemented by QTS trained LSA.	KS1 phase leader	End Autumn 2020 Will need to look at this again with subsequent lockdown
Additional work to support development of mental arithmetic skills in UKS2. Appointment of TLR to support.	When children start Y6, they demonstrate a higher skill / fluency level than is currently the case.	Greater fluency impacts positively on maths attainment	Action plan produced detailing key tasks to be completed	TLR post holder	July 2021
Wave 3 English intervention HLTAs / LSAs to teach 1 or 2 children before / after the school day?	Reduce attainment gap for targeted children	As above. 1:1 interventions found to be the most effective in reducing gaps in attainment.	Trained staff to implement.	English co-ordinator	End Summer 2021 (changed from Spring 2021)
Computers bought / loaned for disadvantaged children	In event of lockdown / self-isolation, children able to access teaching and learning from school	Aim to support children's continued schooling in periods of absence wherever possible	Children's use of VLE and the subsequent work completed will be monitored.	SLT	End Summer 2021 (changed from Spring 2021)

Children in need to support for emotional and social well-being signposted to ELSA	Children able to share their thought and feelings	Children learn best when they feel safe, secure and happy.	CPOMs provides log of work undertaken	ELSA	July 2021
Total budgeted cost:					£40240

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?
Staff training on the use of Teams	Staff able to communicate with other staff. Progressing onto possible use within live lessons	Aim to provide continuity of learning for the children.	Record of training. Weekly staff meetings	Glenn James	End Spring 2021
Total budgeted cost:					£1000.00

ADDITIONAL INFORMATION

Information used to compile the above Covid Catch up Premium Report:

- Internal assessments
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation – indicating access to online learning if needed