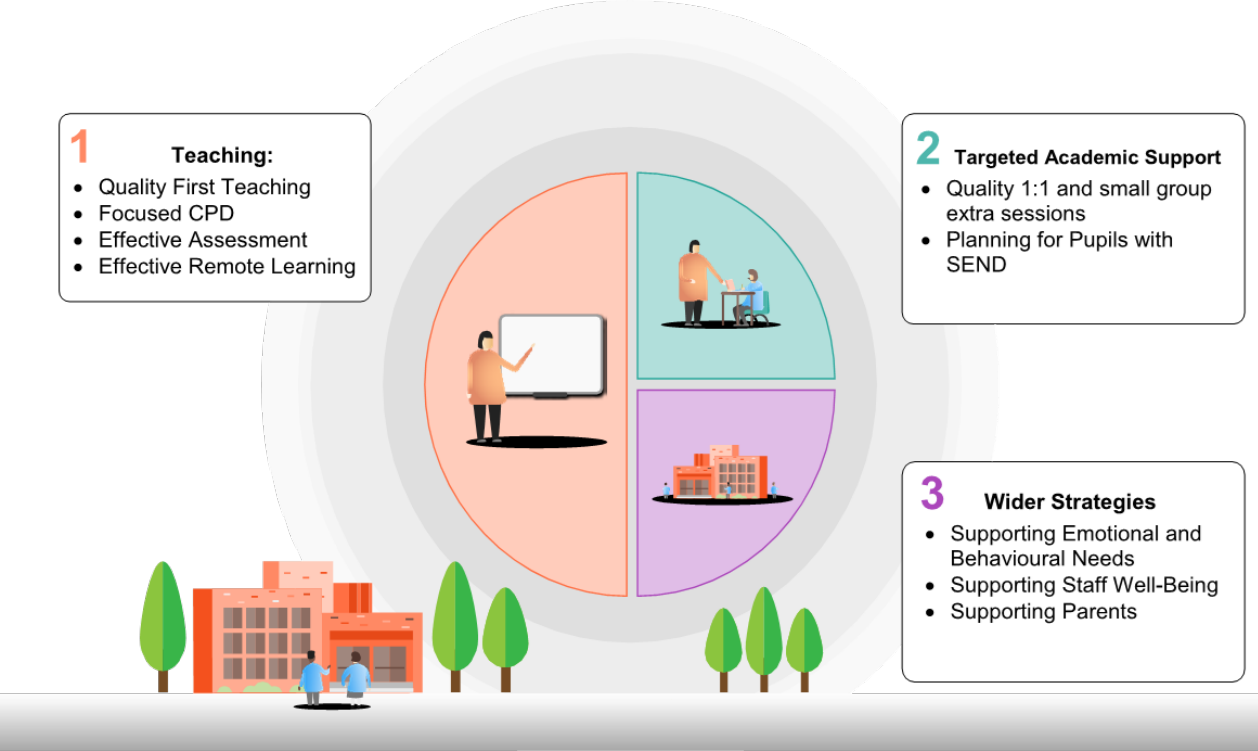


SPMS COVID-19 Catch-Up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	270	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£21,600		



STRATEGY STATEMENT

At St Peter's our approach to catch-up has three key areas. Teaching, targeted academic support and wider strategies including the support for the well-being of our school community.

1. Teaching

Intent and Implementation:

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their students. This was true before the Covid-19 pandemic and it will continue to be vital as we at St Peter's plan for all students throughout the academic year.

Therefore, following priorities laid out in our school improvement plan as well as those identified through lockdowns, our professional development has been planned with a focus on developing teaching throughout the year. This includes a focus on positive behaviour management strategies, inclusion as well as developing and refining a rich and connected curriculum. Areas such as effective remote teaching have also been revisited in professional development, thereby ensuring effective remote curriculum provision in the event of unplanned school closures.

Impact:

Planning effective assessment is integral to supporting great teaching. We have used our collated tracking data to assess the actual impact that Covid-19 school closures have had on our students. Focus children have been identified and some children have been selected for targeted academic support, the impact of which will be assessed at each data drop.

Remote learning:

We believe that focusing on high-quality remote learning is extremely valuable for our students. We have planned a well implemented remote learning strategy along with revisiting homework policies and related approaches to fostering independent learning.

In addition to providing access to technology, we have ensured that our teachers and students are provided with sustained support and guidance to use the platform, Teams effectively.

To guide students towards more effective home working, research indicates that explicit modelling of independent learning strategies and guided practice is necessary. Therefore, we encourage our students in school to regularly self-assess and reflect on their work or to consider the strategies they will use if they get stuck. During this academic year, we are integrating these strategies clearly into homework and other study approaches.

2. Targeted Academic Support

Linking structured one to one or small group interventions to classroom teaching, is the principal way that we are targeting catch-up. Sessions are explicitly linked to the content of daily lessons and effective feedback structures are in place. These interventions will be maintained over a sustained period and are carefully timetabled to ensure we maintain a broad and balanced curriculum for all. This will be a powerful tool for supporting students who require extra support. High-quality class teaching will reduce some need for extra support, but there will be some students who require high quality, structured, targeted interventions to make progress.

At St Peter's, our team of teaching assistants will follow the plan and structure of the interventions, working closely alongside the teaching team to ensure maximum efficacy. The sessions will compliment and extend class-based teaching and learning. It will be essential that connections are made between the out-of-class learning in the interventions and classroom teaching.

We will promote a three-way relationship between group teacher, class teacher and students, ensuring that group sessions or 1:1s are linked to the curriculum and focused on the areas where students would most benefit from additional practice or feedback. As a school we will ensure that staff have time to influence how these sessions are used and to receive appropriate feedback from intervention teachers and participating students alike.

The smaller the group the more impact the intervention will have so we have considered this when creating our catch-up groups. The maximum number in each group will be six students.

3. Wider Strategies

Re-establishing the routines of the classroom following each lockdown is essential for our students. Given the loss of routine, along with the potential for adverse experiences during partial school closures, attention to supporting students' social, emotional and behavioural needs, primarily as part of good teaching, is integral to support the whole child in their social development as well as their academic learning.

A common misconception can be that students' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. This will be a consideration throughout the academic year and our approaches to supporting well-being will be adapted to suit the needs of changing situations and the needs of our children. It will be essential that during any isolation and lockdown situations, the wellbeing of our St Peter's community is a very high priority.

Barriers to Learning

Using our collated tracking data to assess the actual impact that Covid-19 school closures have had on our students, focus children have been identified and some children have been selected for targeted academic support. Children who are working significantly below their expected level, whether that be WTS, EXS or GDS, in Reading, Writing or Maths, have been targeted for catch up intervention. Teacher's have also identified children who have not engaged effectively with remote learning and therefore have significantly reduced progress as a result. The impact of this targeted support will be assessed at each data drop.

(WTS – Working towards the standard EXS – Expected standard GDS – Greater Depth Standard)

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Percentages of students not at age related expectations for writing is a concern across both key stages so will be targeted, particularly in KS2. Fewer writing opportunities during remote learning
B	In K3 percentages of children not reaching age related expectations in reading is a concern so will be targeted in curriculum development and interventions. Reduced access to the library and during lockdown and new building development
C	Percentages of students not at age related expectations for Maths is a concern across both key stages so will be targeted, particularly in KS2. Missed active class time impacts fluency in mathematical calculation

ADDITIONAL BARRIERS	
External barriers:	
D	Lack of access to technology impacts home learning
E	Attendance to remote lessons is high but engagement in learning could be improved due to technology issues and lack of understanding
F	Lack of contact with friends and peers impacts ability to socially interact effectively

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?
Adjustments to planning to ensure revisit of previous year's learning prior to moving on	Students close gaps in learning Students are more able to move on and build on their learning	Most students have lost learning time or have had their learning disrupted due to school closures. By revisiting prior learning, teachers can quickly identify gaps in learning before moving forward.	<ul style="list-style-type: none"> • Learning Walks • Key Stage Discussions and shared planning • Planning Scrutiny 	DHT & Raising Standards Leaders to oversee and All Teachers	December, March, June '21
Ensure efficacy of Teaching and Learning	Learning time will be used effectively addressing the needs of all students. Students will make rapid and sustained progress.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their students. This was true before the Covid-19 pandemic and it will continue to be vital as we at St Peter's plan for all students throughout the academic year. EEF	<ul style="list-style-type: none"> • Staff Meetings • Twilight INSET training • Learning Walks • Observations • CPD from ODST • Curriculum development • Targeted support 	HT, DHT, SENCo, RSLs, SLs	October, January, April, June '21
Ensure homework is purposeful and linked to the curriculum	Students will make links to their learning in school and make rapid and sustained progress.	It is certainly the case that schools whose pupils do homework tend to be more successful. There is stronger evidence that it is helpful at secondary level but there is much less evidence of benefit at primary level. The quality of the task set appears to be more important than the quantity of work required from the pupil. EEF	<ul style="list-style-type: none"> • Pupil feedback • Key Stage Meetings • Tracking data 	All teachers RSLs	October, January, April, June '21

Effective use of TEAMS as a platform for teaching, sharing homework and communication with students.	Most students will continue to engage in their learning during periods of partial school closure during the pandemic.	Pupils can learn through remote teaching, but there are some key steps to take to make sure it is as effective as possible. The EEF report finds that the quality of remote teaching is more important than how lessons are delivered. But what matters most is whether the explanation builds clearly on pupils' prior learning. EEF	<ul style="list-style-type: none"> • Online learning walk • Insights – to check engagement • Monitoring of attendance and engagement during periods of partial school closure 	All teachers RSLs	January '21 April '21
Total budgeted cost:					None
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?
Extra interventions to focus on core subjects across both Key Stages	Students will make accelerated progress and work towards their expected attainment	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality class teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. EEF	<ul style="list-style-type: none"> • Tracking data • Regular communication between teachers • Students' feedback 	DHT, SENCo, RSLs	May '21
1:1 sessions to be delivered inhouse, using staff familiar with the curriculum and the school	Students will make accelerated progress and work towards their expected attainment			DHT, SENCo, RSLs	May '21
Total budgeted cost (Including admin):					£21,600
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?

Homework Club	All students have access to support and complete their homework effectively which has a positive impact on progress	Parents can have a positive effect on homework completion and help children to develop effective learning habits. EEF Where this is not possible, as a school we can ensure that this support is in place.	<ul style="list-style-type: none"> • Feedback from teachers • Feedback from students • Analyse progress data 	DHT	May '21
Pupil Premium Mentoring	All students make expected progress	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF	<ul style="list-style-type: none"> • Tracking • Student feedback • SLT monitoring 	SENCo HT and DHT	May '21
Total budgeted cost:					None