

St Bartholomew's C of E First School

COVID-19 catch-up premium report

'Roots to Grow and Wings to Fly'

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	170	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£13,600		

STRATEGY STATEMENT

In line with our school's vision, 'Roots to Grow and Wings to Fly' we aim for every child to live life in 'all its fullness' and reduce any barriers to enable them to fly. The COVID pandemic caused schools to close from March 20th 2020. Childcare provision was quickly established and remote learning put in place and opened for families. Education in school for children in EYFS and Year 1, if parents chose, resumed in small bubbles and for a reduced number of days between June 1st and July 20th. The whole school reopened to all pupils from September the 1st. This had left the children and families from our community with 14 weeks of interrupted education and a gap within their learning that will need to be addressed across this and subsequent academic years.

Our priorities:

- Raise attainment percentages for ARE back to levels measured in Spring 2020 pre-lockdown
- Enable all children who have been adversely affected emotionally by or during the pandemic to access SEMH support
- Enable all children to access a recovery curriculum to rebuild relationships with their peers and rediscover their self-confidence, self-esteem and love for learning

Core Approaches:

- Phonics Intervention Lessons
- Read Write Inc Reading and Writing tasks
- Rapid Reader Interventions
- Precision Teaching
- Numicon and Number Box Interventions
- Recovery Curriculum
- Ensuring full access to online blended learning

Overall Aims

- To raise attainment levels to percentages measured in Spring Term 2020 by the end of Spring Term 2021
- To raise the percentage of children at ARE and reduce the percentage below ARE
- To close the gap between disadvantaged pupils and their peers

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Loss of key learning skills and knowledge
B	Some children not completing Home Learning regularly
C	Some children not reading regularly at home

ADDITIONAL BARRIERS

External barriers:

D	Learning stamina caused by less intensive periods of learning and physical activity for some children during partial school closure
E	Not all families having suitable devices for blended learning at home
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?
<ul style="list-style-type: none"> Recovery Curriculum with clear SEMH support embedded GoBubble well-being eLIM platform being piloted 	All children to be confident and happy in the classroom.	Establishing through work completed during lockdown, information from parents or observations within the classroom.	Ongoing assessment within classrooms, lesson observations by SLT, staff observations on how well children are able to leave parents when arriving at school.	SENDCO	December 2020 March 2021
Total budgeted cost:					£0

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?
<ul style="list-style-type: none"> ELSA support in place due to experiences during lockdown and partial school closure 	All children to be confident and happy in the classroom.			LR	December 2020 March 2021
<p>Phonics and Spelling:</p> <ul style="list-style-type: none"> Precision teaching of individual phonemes in EYFS (13 pupils) Win it Precision teaching – blending EYFS (16 pupils) Precision teaching of segmenting oral blending (14 pupils) 	Children's attainment at ARE to reach standards measured pre-lockdown.	<ul style="list-style-type: none"> A phonics and Early Reading Audit was carried out by a Letters and Sounds Auditor at St Peter's Teaching School Reading leader discussed the individual issues for children with a focus on the bottom 20% 	<ul style="list-style-type: none"> Training has taken place for the Reading leader and this has been disseminated to all staff through funding from the SDP Lesson observations this term have been focused around phonics Lesson observations in the Spring Term will be focused on Early Reading Phase leaders will monitor in day release each half of term Book and learning journey scrutinies 	BD/ JC	December 2020 March 2021
<ul style="list-style-type: none"> Year 1 Tricky Words – Phase 2 and Phase 3 (22 pupils) 	Children's attainment at ARE to reach standards measured pre-lockdown.	<ul style="list-style-type: none"> Y1 Baseline assessment shows 47% expected level at Phase 2 and 44% at Phase 3 	<ul style="list-style-type: none"> Focused Phonics Intervention Lessons for Phase 2 and 3 Read Write Inc Reading and writing tasks Autumn Term assessments taking place week beginning 1/12/2020 to measure impact 	BD	December 2020 March 2021
<ul style="list-style-type: none"> Year 2 Phase 5 alternative words (16 pupils) Phase 5 	Children's attainment at ARE to reach standards measured pre-lockdown.	<ul style="list-style-type: none"> Phonics screen was 82.5 on track in Spring 2020. Baseline in September 2020 shows 70% achieved Phase 5 and 29% achieved Phase 5 alternatives 	<ul style="list-style-type: none"> Phase 3 Phonic catch up session Phase 5 A and B Interventions 	BD	December 2020 March 2021

<p>Reading KS2:</p> <ul style="list-style-type: none"> Rapid Reader sessions for children not progressed since Spring 2020 (14 pupils) 	<p>Children's attainment at ARE to reach standards measured pre-lockdown.</p>	<ul style="list-style-type: none"> Baseline indicates 57% on track for ARE in Y3 and 54% on track for ARE in Y4. End of year target is 84%. 	<ul style="list-style-type: none"> 20 min Rapid reader interventions will take place 2/3 sessions per week, 1:1 or small group (no more than 3), depending on individual need. Autumn Term assessments taking place week beginning 1/12/2020 to measure impact 	<p>DW / LR</p>	<p>December 2020 March 2021</p>
<p>Writing:</p> <ul style="list-style-type: none"> Accelerate Year 1 progress to ARE (22 pupils) Accelerate Year 2 progress to ARE (26 pupils) 	<p>Children's attainment at ARE to reach standards measured pre-lockdown.</p>	<ul style="list-style-type: none"> Baseline assessment shows 12% of Y1 children on track for ARE Baseline assessment shows 24% of Y2 children on track for ARE 	<ul style="list-style-type: none"> Read Write Inc Reading and Writing tasks Precision Teaching Focus on High Frequency Words, working on first 100 words moving on next 100 in response to ongoing assessment Autumn Term assessments taking place week beginning 1/12/2020 to measure impact 	<p>BD</p>	<p>December 2020 March 2021</p>
<p>Number EYFS</p> <ul style="list-style-type: none"> Number recognition, counting and 1:1 correspondence (6 children) <p>Year 1 and 2</p> <ul style="list-style-type: none"> Numicon Number Box (40 pupils) 	<p>Children's attainment at ARE to reach standards measured pre-lockdown.</p>	<ul style="list-style-type: none"> Baseline assessments show these children are well below ARE expectations in number (EYFS 63.8%, Y1 6%, Y2 32%) 	<ul style="list-style-type: none"> Numicon intervention Number Box intervention Use of Sandwell assessment to identify gaps in learning Autumn Term assessments taking place week beginning 1/12/2020 to measure impact 	<p>JC</p>	<p>December 2020 March 2021</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>£13,600</p>

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?
Recovery curriculum	All children to be confident and happy within the classroom.	Establishing through work completed during lockdown, information from parents or observations within the classroom.	Embed SEMH support within Recovery Curriculum	DW / BD / JC	Dec 2020 March 2021
Access to Technology	All pupils to have access to Blended Learning	Survey of parents indicates that some families have limited access to technology to complete blended learning	Laptops/Chromebooks sourced for children with social workers Laptops sourced for families in KS2 with limited access to Blended Learning Google Classroom in place to support Blended Learning	DW	Dec 2020 March 2021
				Total budgeted cost:	£0

ADDITIONAL INFORMATION

We have used the following to support our assessments and judgements:

Baseline assessment carried out in September 2020 using:

- PIRA assessments (English)
- PUMA assessments (Maths)
- Phonics screen
- Spelling assessment
- Spelling ages
- Reading ages