



## Covid-19 Catch up at St Leonard's CE(A) First School: 2022/23

### What is Covid-19 Catch up premium?

In June 2020, a £1 billion fund for education was announced by the government to support children and young people to catch up on missed learning caused by coronavirus (COVID19). Guidance released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) shows that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census meaning St Leonard's will be in receipt of £2,000. The spending of this money will be down to schools to allocate as they see best.

This funding is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. St Leonards has 12% disadvantaged pupils.

To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

### School context and rationale for the strategy

Our proportion of disadvantaged pupils across the school is relatively low at 12% or 4 pupils when compared to a local and national picture at 15.2%

When pupils completed the academic year in July 2021 they had made good progress to recover their lost learning over the pandemic period, their mental health and happiness within school stabilised and were thriving once more. In 2022/23 the actions will be around ensuring pupils who were once capable of greater depth within their learning are given the opportunities to reach this despite the disruption in their education. Work is specifically needed within Year 3 cementing the knowledge and skills further.

Staff will continue to assess pupil's attainment within Reading, Writing and Mathematics using the assessment tools used each term providing standardisation and consistency across the school. We will use these assessments to identify gaps in learning, and focus groups for intervention.

Catch up premium will be used to provide support and intervention in terms of human resources and physical resources to allow this catch up to happen.

### Strategy Statement

**At St Leonard's, this money will be used in order to:**

- Purchase curriculum resources and materials that support pupils to get "back on track". These include resources to support pupil's Mental Health.
- Fund support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.
- Address areas for improvement arising from pupil outcomes data July 2022.

### READING

- ✓ Sustain high rates of progress and attainment in READING across the school.

### WRITING

- ✓ Continue to improve rates of progress in WRITING (particularly in Year 1 and pupils who have lower attendance.
- ✓ Boys and Girls difference in WRITING attainment and progress continue to close the gap.
- ✓ Improve rates of progress in WRITING for SEND pupils.

### MATHS

- ✓ Sustain high rates of progress and attainment in READING across the school.
- Increase the number of pupils achieving GDS in MATHEMATICS.

**The broad aims for "catch up" at St Leonard's:**

- By the end of the 2022-23 year, attainment outcomes for all year groups will be sustained from 2021-22 with an increased number of pupils achieving GDS.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

**Catch Up at St Leonard's is:**

*(For all children)*

- **Working through well sequenced, purposeful learning journeys.** For example, our school-created writing schemes and reading skills ladders are being adapted to focus on missed objectives and consolidate the basics. In maths, we will use Power Maths resources alongside our own long term plan.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Encouragement for pupils to read at home daily. Storytime for all classes.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **A golden thread of mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. There will be additional timetabled sessions for this to re-establish routines and learning behaviours.

*(For some children)*

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium - dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

#### Barrier to future Attainment

##### Academic Barriers

- Staff knowledge and skill to address long term pupil mental health needs, to support pupils who may have been adversely affected by school closures and Covid-19.
- Current cost of living crisis arising from the pandemic.
- Depth and mastery of pupil's learning affected by the pandemic.

##### Additional Barriers (outside of school)

- Pupil's lack of real life experiences due to Covid-19 restrictions.

- Changes in family circumstances - increased social care, job losses, parents mental health, anxiety as a result of the pandemic.

Current Attainment Sep 2022	
	Whole school
% ARE Reading	86%
% ARE Writing	83%
% ARE Maths	89%
% ARE Reading PP	75%
% ARE Writing PP	75%
% ARE Maths PP	100%
% ARE Reading SEND	50%
% ARE Writing SEND	0%
% Maths SEND	25%

### Planned Expenditure for the current academic year

Quality First teaching for All					
Action	Intended outcome and success criteria	Evidence and rationale (EEF)	How will we make sure it is implemented well?	Staff lead	Review Sep 2023
High quality daily teaching	Good teaching and learning in all classes. Teaching staff to seek constant improvement Curriculum will be broad, engaging and based on vocabulary acquisition. High quality teaching resources for impact.	Great teaching is the most important lever schools have to improve outcomes for pupils. Core skills for recovery should be taught/ revisited across the wider curriculum.	Lesson observation Book scrutiny Pupil voice Regular subject planning and progress meetings. Coaching of teachers by HT and subject leaders focused on closing gaps.	KS/AT	

	Pupils will retain learning after several weeks, every term and at the end of the year.		Broad array of consistent teaching strategies across the school. Ensuring that workload is reduced for staff to focus on core priorities.		
CPD see saw	Pupils, parents and staff use see saw effectively. Communication with parents is enhanced. <b>Parents to use seesaw regularly to communicate pupil's evidencing learning at home.</b>	Effective parental engagement supports home learning and ensures greater consistency for all children. Training on the effective use of technology is valuable.	Parent surveys and questionnaires Evidence of learning on seesaw.	AT	
<b>Continuation of Personalised readings/ spelling for pupils</b>	Pupil's core skills will be consolidated.	Setting time aside for the assessment of learning needs is important. Tuition focused on what pupils actually need is the most effective.	Monitoring of reading and writing pupil outcomes.	MG/AT	
Pupil Assessment and Feedback	Staff will understand gaps in pupil's learning as the year progresses and alter planning accordingly.	Providing pupils with high quality feedback is a promising approach. Teachers should ensure that new material builds on secure foundations.	Monitoring of reading and writing pupil outcomes. <b>Continue to use of Power Maths Assessment resources to strengthen pupil data in Maths and improve mastery of the subject raising outcomes.</b>	KS/AT	
<b>Total budgeted cost</b>		£1,000 on support staffing for intervention.			

Targeted support					
Action	Intended outcome and success criteria	Evidence and rationale (EEF)	How will we make sure it is implemented well?	Staff lead	Review Sep 2023
Additional 1-1 Reading	Reading results to be sustained as progress and learning develops. Whole school target 86%	Extensive evidence supports the impact of high quality 1-1 and small group tuition as a catch up strategy.	Reading age results from star test accelerated reader. Parents encouraged to read regularly with their children at home.	EC	
<b>Total budgeted cost</b>		£1,000 on support staffing for intervention.			

Other approaches					
Visits and visitors	Plan a wider range of visits and visitors for 2022/23.	Pupils benefit from and need real life experiences to relate to the world around them. These need to be re-built after the pandemic.	Evolve evaluations kept of value of educational visits.	KS	
<b>Total budgeted cost</b>	£0 (Funding from elsewhere to support these actions).				