



Covid-19 Catch up at St Leonard's CE(A) First School: 2021/22

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 did so having made good progress to recover their potential. This academic year staff are focused on quickly picking up where pupils left off before the six weeks holiday and sustaining that progress this year to ensure all pupils have regained their potential. We are aware that Covid may still provide challenges this academic year and we have strengthened our remote education offer to again ensure that progress continues.

Our school was fully closed over the Summer break to allow teacher well-being and mental health to recover allowing teachers to come back to school in the Autumn term with renewed energy and professional focus. No school based or remote learning took place over the summer holidays.

Staff will 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 additional 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 2021.
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- Increase progress in **Mathematics** from 73% to 80% (decrease of 5 pupils since March).
 - Continue to increase progress in **Writing** from 68% to 80% (increase by 5 pupils) - Ensure pupils with high start points achieve GDS.
 - Increase the number of pupils from low start points in **READING** achieving age related expectations from 50% to 75%.
 - Increase the number of boys making value added progress in **WRITING**.
 - Increase the number of girls making value added progress in **MATHS**.
 - Increase the number of Pupil Premium pupils reaching age related expectations in **WRITING**.
 - Increase the progress that SEND make in **READING**.

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

- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- 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.
- **Time spent on 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

- Differences in the support pupils have at home to access the remote learning offer.
- Pupil's access to reading materials may have been limited during the school closure periods.
- Staff absence due to Covid-19 isolation periods/ caring for own children.
- Staff understanding of pupil's gaps in learning across the previous year's learning, due to a range of learning experiences and lack of formal assessment.
- Staff knowledge and skill to address pupil mental health needs, to support pupils who may have been adversely affected by school closures and Covid-19.

- Pupil resilience, self-confidence and independence as a result of school closure and lockdown.
- Pupils struggling to settle back into school routines, limited concentration or poorer behaviour due to lack of structured learning experiences and routine from school closures, tired at the end of the day.
- Longer term mental health issues arising from the pandemic.
- Pupils contracting covid and suffering with longer term symptoms causing drop in attendance.

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.
- Gaps in phonics teaching due to parents not being trained.

| Current Attainment Sep 2021 | |
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| | Whole school |
| % ARE Reading | 81% |
| % ARE Writing | 76% |
| % ARE Maths | 84% |
| % ARE Reading PP | 50% |
| % ARE Writing PP | 50% |
| % ARE Maths PP | 50% |
| % ARE Reading SEND | 20% |
| % ARE Writing SEND | 20% |
| % Maths SEND | 40% |

Planned Expenditure for the current academic year

| Quality First teaching for All | | | | | |
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| Action | Intended outcome and success criteria | Evidence and rationale (EEF) | How will we make sure it is implemented well? | Staff lead | Review Sep 2022 |
| High quality daily teaching | Good teaching and learning in all classes. | Great teaching is the most important lever schools have | Lesson observation Book scrutiny | KS/AT | Teaching staff are stable, focused and growing in improvement. Reflective and |

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| | Teaching staff to seek constant improvement Curriculum will be broad, engaging and based on vocabulary acquisition. High quality teaching resources for impact. Purchase of consistent Concrete resources for Maths in each class. | to improve outcomes for pupils. Core skills for recovery should be taught/ revisited across the wider curriculum. | Pupil voice Regular subject planning and progress meetings. Coaching of teachers by HT and subject leaders focused on closing gaps. Broad array of consistent teaching strategies across the school. Ensuring that workload is reduced for staff to focus on core priorities. | | seeking to make the curriculum engaging. Floor books and pupil books and voice evidence this. Staff indicate in well being survey and performance management that workload is being managed well. |
| CPD see saw | Pupils, parents and staff use see saw effectively. Communication with parents is enhanced. | 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 | School community use see saw effectively to evidence learning and update parents about what pupils are learning. |
| Mental Health support for pupils Daily focus | Staff are better informed and have greater clarity about how to support children with mental health needs. Resources to support pupils. | Setting time aside to assess well-being is important. Pupils only perform to potential when their mental health is stable. | Mental Health Lead staff training shared with all staff.(postponed from 2020 - now Nov 2021). Pupil and parent voice. Observations of pupils in school. | EC | Pupil well being has greatly improved over the year as they have been supported in school. |
| Differences in the ways families access remote learning offer. | A strong remote education offer is in place further improved from 2020. Seesaw platform is | Great teaching is the most important lever schools have to improve outcomes for pupils. | Parents questionnaires. Evidence of learning during any temporary school closure or isolation periods by pupils. | KS | Remote education offer is strong and forms part of the school business continuity plan should it be used again. This was used at points during this year when pupils were isolating. |

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| | used effectively for all. | | | | |
| Personalised readings/ spelling for pupils | 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 | Spelling competence has improved across the school. This is evidenced in writing scrutiny. |
| 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. Purchase of Power Maths Assessment resources to strengthen pupil data in Maths and improve mastery of the subject raising outcomes. | KS/AT | Pupils have taken a role in understanding their own targets moving their learning forward after the pandemic which has motivated them to improve at a faster pace. Power Maths Assessments have allowed staff to identify gaps for pupils and to support them. |
| Total budgeted cost | | £200 for Training £700 Power Maths Assessment £820 Teaching Resources | | | |

| Targeted support | | | | | |
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| Action | Intended outcome and success criteria | Evidence and rationale (EEF) | How will we make sure it is implemented well? | Staff lead | Review Sep 2022 |
| Same day interventions/ feedback closing gaps and addressing misconceptions | Progress is accelerated term by term to ensure pupils are able to access age appropriate teaching and learning. | Baseline Reading, Writing and Maths Assessments determine gaps in knowledge. Same day intervention is preferable to aid recovery. | 2 weekly analysis of writing using skills ladders Regular monitoring of individual reading book levels/ accelerated reader quiz data. | KS | Staff monitoring writing together and altering planning sequences accordingly supported pupil improvement with writing. |

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| | Majority of pupils to be at or above ARE by July 2022. | | Half Termly Maths Assessments. | | |
| Pre-teaching established to make curriculum more equitable. | Prepare pupils for upcoming learning by sharing vocabulary and concepts prior to teaching. Use of knowledge mats. | Evidence from EEF about the value of pre-teaching for all to access the curriculum | Lesson observation Pupil conferencing Book Looks Data analysis | KS | |
| Teacher led interventions based on gaps in learning. Content determined by gaps. | Identify gaps through assessment. Alter long term planning. Flexible short term planning. | Evidence from EEF and Sutton trust for teacher to lead intervention groups. Tuition focused on what pupils actually need is the most effective. | Teacher moderation Book looks for transfer of knowledge/ skill independently. Joint planning sessions. | KS | |
| Drawing and talking therapy | Pupils have a supportive and approachable point of contact for mental anxiety and a weekly session to discuss worries. | Pastoral staff providing 1-1 support is effective to assist pupils day to day. | Observations of pupils in and around school. Pupil and parent voice. | EC | Pupils mental health has improved over the academic year due to the caring community culture now present within the school. This has meant that there has been less need for drawing and talking therapy. |
| Additional 1-1 Reading | Reading results to improve as progress and learning develops in 2021/22. Whole school target 79 % | 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 | 1-1reading continues to be a strong focus at St Leonard's and will continue into 2022-23. Reading attainment and progress is good. |
| Total budgeted cost | | £1,000 on support staffing for intervention. | | | |

| Other approaches | | | | | |
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| Action | Intended outcome and success criteria | Evidence and rationale (EEF) | How will we make sure it is implemented well? | Staff lead | Review Sep 2021 |
| PSHCE/ RSHE Curriculum | Profile of PSHE raised throughout the school. PSHCE curriculum is well sequenced and effective. Lessons are taking place weekly | High quality PSHCE lessons support the mental health and emotional and social needs of pupils. | Pupil voice. Staff training where needed. Texts to support themes to be purchased. | KS | PSHCE Curriculum is on place and has had an impact on pupil well-being. Pupils have opportunities to discuss their feelings on a regular basis. |
| Mindfulness opportunities | Daily thankful journals. Mindful colouring books for all pupils. Pastoral support for children and families. Lego therapy. | Pupil's happiness and security in school is vital for them to thrive within their learning. | Mindfulness opportunities will be pupil led. Discussions with pupils will determine what things they feel help them. | EC | Thankful journals have been so successful in supporting pupils well being that we will be continuing them into the next academic year. |
| Character education (aspirations/ talents/ core values/ endeavour) | Career days each term to focus on talents/ aspirations. High quality texts about amazing people to be purchased to inspire pupils. | Character education supports pupil confidence, independence and motivation for learning. | Regular references to pupil's aspirations as they learn. Pupils given time and opportunities to think about and evaluate their own learning. | KS | Pupils continue to enjoy opportunities to reflect on their aspirations. Next academic year we hope to include more visitors to enrich this. |
| Worship time | Tailor worship to pandemic recovery. | Worship supports the mental health and emotional and social needs of pupils. | Use of Diocesan worship materials as support for staff. | KS | Worship has been an important part of each day and has again provided an outlet for pupils to reflect on their feelings and the world around them. |
| Meta cognition reflection time building resilience and | All pupils are able to focus on their learning during lessons and | Evidence from EEF on the advantages of metacognition in children - low cost for high impact. | Less Observation Pupil conferencing Book looks Data analysis | KS | Timetable is organised to support meta-cognition. These changes will be sustained next academic year. |

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| good learning behaviours | concentration levels show an improvement. | | Learning behaviours reinforced in worship and lesson time. | | |
| Behaviour Management / Attendance | To maintain the high/ positive levels of behaviour that we expect from our pupils. Attendance to be in line with NA. | Telephone calls home is an effective wider strategy to promote home school partnership. | Assessment of children's emotional and behavioural needs. Making every child feel valued and important as in the Behaviour policy. Sharing good achievements and progress. Boxhall profiling if needed. Outdoor learning provision. | KS | Pupil behaviour is good, daily routines and structure post covid have been re-established and pupils thrive in this routine. Attendance has been affected (3% under target) but is monitored and tackled where needed. Stronger measures will be in place from Sep 2022 now that covid is no longer affecting attendance. |
| Visits and visitors | Plan visits and visitors when restrictions allow to support the curriculum. | Pupils benefit from and need real life experiences to relate to the world around them. These need to be re-built after the pandemic. | If restrictions do not allow visits, visits in the local area will be planned and access to visitors via online links. | KS | Pupils visited the Derby Faith trail which contributed enormously to their understanding of the world around them. |
| Total budgeted cost | £0 (Funding from elsewhere to support these actions). | | | | |