



Covid-19 Catch up at St Leonard's CE(A) First School: 2020/21

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>) states 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 £3,200 (40 pupils x £80). Autumn 2020: £740 Spring 2021: £1130 Summer 2021: £1330

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. 5% of St Leonard's pupils are 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. This guide has been used to develop our school strategies.

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%

The vast majority of children from Reception to Year 4 engaged with the detailed online learning that the school provided. Out of 38 children on roll we had 0 children who did not engage in any school directed learning in some way (0%) of the school population.

When we re-opened on Sep 2020 we had a good response to coming back to school. Attendance was stable across all year groups. All pupils except 1 had 100% attendance. Reception children were brought back on a staggered basis over a week to ease the transition as visits were not possible in Summer 2020.

Overall attendance for week 1 was 98.4%

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.

As a staff we have agreed to baseline 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.

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

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March (2020). This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- 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.

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 2020					
	Whole school	EYFS	Year 1	Year 2	Year 3	Year 4
% ARE Reading	73%	92%	60%	71%	62%	50%
% ARE Writing	73%	79%	60%	71%	62%	83%
% ARE Maths	75%	100%	60%	71%	38%	83%

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 2021
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. Broad array of consistent teaching strategies across the school. Ensuring that workload is reduced for staff to focus on core priorities.	KS	2 Ofsted inspections during 2021 confirm that the school is improving based on leader's actions. Consistent processes in English are improving outcomes. Staff appraisal confirms that workload is more balanced and enables them to focus on priorities. Joint planning and coaching methods have more impact than previously used monitoring strategies. These will be taken forward into next year.
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.	Parent surveys and questionnaires	AT	Staff confirm that seesaw has improved teaching and learning and reduced workload.

		Training on the effective use of technology is valuable.			Parents confirm that seesaw has been an invaluable tool during the Covid pandemic and beyond. Pupils enjoy using seesaw and older pupils can use this independently to showcase their learning. Where parents engaged fully with the remote learning offer on seesaw outcomes have only marginally been affected for pupils. Staff used seesaw to provide as near to the diet of learning in school as possible.
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. Pupil and parent voice. Observations of pupils in school.	EC	School timetable was altered to include time to support mental health. This allowed a gradual improvement and re-integration to the 'normal' school day over the year. Mental Health Training postponed until Nov 2021 due to pandemic.
Differences in the ways families access remote learning offer.	A strong remote education offer is in place further improved from 2019. Seesaw platform is used effectively for all. Dedicated story time.	Great teaching is the most important lever schools have to improve outcomes for pupils.	Parents questionnaires. Evidence of learning.	KS	See evidence above. Ofsted inspection (July 2021) was based on seesaw evidence of learning as pupils could not be in school due to a Covid outbreak. Pupils enjoy daily story time which is exposing all pupils to a wide diet of literature. Pupil interviews show that pupils are becoming more knowledgeable about quality texts.

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	Teachers assessed pupil's starting points on return to school in Sep 2020. They were able to alter planning and teaching accordingly and all pupils had personalised key words reading and spellings. Pupil's progress in writing was monitored every 2 weeks and planning based on pupil's needs. Despite a further lockdown in January pupil outcomes by the end of the year were increased as follows:
Pupil Assessment and Feedback	Staff will understand gaps in pupil's learning from the previous year.	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.	KS	
Total budgeted cost		£500 for staffing and training needs.			

	Attainment Sep 2020	Attainment July 2021
% ARE Reading	73%	81%
% ARE Writing	73%	76%
% ARE Maths	75%	84%

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 2021
Same day interventions/ feedback closing gaps and	Progress is accelerated term by term to ensure pupils are able to	Baseline Reading, Writing and Maths Assessments determine gaps in knowledge.	2 weekly analysis of writing using skills ladders	KS	Pupil outcomes show that in July 2021:

addressing misconceptions	access age appropriate teaching and learning. Majority of pupils to be at or above ARE by July 2021.	Same day intervention is preferable to aid recovery.	Regular monitoring of individual reading book levels/ accelerated reader quiz data. Termly Maths Assessments.		Attainment in READING at Age related expectations has increased since March by 1 pupils to 81% Attainment in WRITING at Age related expectations has increased since March by 2 pupils to 76%. Attainment in MATHS at Age related expectations has increased since March to 84% (static- change in percentage due to movement of children).
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	Progress in READING and WRITING has increased(81% and 68%). All pupils (100%) who started at middle start points in READING, WRITING and MATHS are achieving age related expectations. READING and MATHS attainment and progress in evenly balanced between Girls and Boys and Pupils Premium and others.
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 have benefitted from some support when available. This has not always been available due to staffing difficulties throughout this period. All teaching staff have provided a listening ear and nurture and have made sure time is available for this. Mindful colouring books have allowed a focus time to colour and talk.
Additional 1-1 Reading	Reading results to improve as progress	Extensive evidence supports the impact of high	Reading age results from star test accelerated reader.	EC	See pupil outcomes above.

	and learning develops in 2021/22. Whole school target 79 %	quality 1-1 and small group tuition as a catch up strategy.	Parents encouraged to read regularly with their children at home.		
Total budgeted cost		£2,000 on support staffing for intervention.			

Other approaches					
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 designed and in place ready for Sep 2021. PSHE lessons this year have been tailored towards recovery.
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	Colouring books proved very useful in the first stages of the year. They helped calm and settle children and reassure them and settle any anxieties. Thankful journals have continued all year as a means to support a positive mental attitude for all.
Character education (aspirations/ talents/ core values/ endeavour)	Career days each term to focus on talents/ aspirations.	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 value this time to discuss their dreams and aspirations. Over the year their aspirations have risen as they have explored a range of careers. This has helped their motivation for learning.

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	When restrictions have allowed whole school worship has cemented a togetherness and allowed the school community to reflect on the year as it has passed. Pupils have been engaged in worship asking questions to explore their own spirituality. At times when we have not been able to have it they have been disappointed about this, particularly song and praise.
Meta cognition reflection time building resilience and good learning behaviours	All pupils are able to focus on their learning during lessons and concentration levels show an improvement.	Evidence from EEF on the advantages of metacognition in children - low cost for high impact.	Less Observation Pupil conferencing Book looks Data analysis Learning behaviours reinforced in worship and lesson time.	KS	Focus on and reward for displaying learning behaviours has improved concentration in lessons. Pupils outcomes show a positive impact.
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	At the start of the year there was low level of disruption in lessons due to pupils not being in a strong routine as they previously were. Using our behaviour policy to focus on the positives and reward appropriately has meant that at the end of the year there is a very high standard of behaviour in school.
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 were not able to take part in Educational visits this year with the exception of those in the local area. A visit to a local cave involving an exciting descent was carefully planned for pupils both learning at home and in

					school. It used both geography and history skills. Staff dressed up as characters from the past to bring History to life.
Classroom environment	Environment will be comforting and motivating. It will allow pupils to recover their loss of independence throughout the pandemic. Consider paint, furniture, layout and resources.	Pupils need an enabling environment which promotes interactive learning and makes them feel safe and secure.	Assess priorities for improving the school environment. Bid for additional funding where needed.	KS	The school environment has been transformed this year. KS1 and EYFS classroom have been freshly painted and reading 'baths' installed. Fresh furniture has improved the layout and resources organised more effectively. A round whiteboard table in each classroom has allowed pupils to practice their writing in a non-pressured way.
Total budgeted cost	£700 to support visits and visitors/ classroom environment and resources.				