

St Stephen's COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	192 (excluding nursery)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,360		

STRATEGY STATEMENT

- St Stephen's has identified catch up strategies for specific subjects in the School Development Plan with a focus on Maths and English.
- We are following an approach set out in the EEF recommendations that focuses on **teaching and whole school strategies** (first quality teaching, pupil assessment and feedback), **targeted approaches** (one to one and small group sessions ,intervention programmes) and **wider strategies** (supporting parents and carers and access to technology).
- The overall aims of your catch-up premium strategy are:
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	High proportion of pupils with SEND and EHC Plans
B	Mobility of pupils into school as casual admissions
C	Building resilience of pupils who have specific social and emotional needs

ADDITIONAL BARRIERS

External barriers:

D	Lack of devices for remote learning where either non-existent or involves sharing of a device.
E	Lack of supported reading at home
F	High number of pupils entering school with low language skills

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?
Extra support in each class to assist in focus on first quality teaching.	Pupils working at expected level as gaps closing	Great teaching is the most important lever schools have to improve outcomes for their pupils	Review of data and monitoring of teaching and learning.	SLT	Half termly
Assessment on entry in September to identify gaps in learning. Ongoing assessment and feedback	Action plan in place for individual pupils and groups to focus on specific areas of learning. Improved progress for all pupils	Assessment can help teachers determine how to most effectively support their pupils as every pupil will have been affected differently by Covid-19	Subject leaders' analysis of data and setting of action plan	SLT Subject leaders	Half termly
CPD <ul style="list-style-type: none"> Setting up and using Google classroom effectively Recovery curriculum 	Pupils able to access remote learning in school and at home. Subject leaders know where specific subject areas in Foundation curriculum need to be taught in each term to ensure progression.	Ensuring every teacher is supported and prepared for the new year through effective CPD is essential to achieving the best outcomes for pupils	Monitor effectiveness across the school	SLT	Half termly

Some additional Teacher Assistant support in each class. Additional Teacher support in one class with high SEND need.					Total budgeted cost: £ 15,000
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?
One to one and small group support for identified pupils	Retention of basic skills and knowledge. Applying learning consistently in lessons.	There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. Using adults that pupils know is more effective in development of whole child.	School self-evaluation and monitoring	SLT Subject leaders	Half termly
Additional maths resources from White Rose to support teaching of specific skills and knowledge. Additional 1:1 reading and phonics support	Basic skills reinforced and embedded	Programmes are likely to have the greatest impact where they meet specific need,	School self-evaluation and monitoring	Subject leaders	Half termly
Whole school focus on mental health and wellbeing	Pupils access learning as ready to learn. Whole school approach to wellbeing activities and "Let's Talk"	Pupils will not be ready to learn, recall, revise or reach further with their learning if they are not in a place to receive learning due to emotional, social or behavioural issues	School self-evaluation and monitoring	All staff	Half termly

					Total budgeted cost:	Resources - £200 Additional support staff – as above
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?	
Packs of learning resources sent home and ready for home learning	Parental engagement. Parents/carers able to support learning effectively. Effective communication between school and home Improved attendance	Parents/carers have had a key role in supporting children to learn at home and it will be essential that schools and families continue to work together.	Questionnaires	SLT	Half termly	
Access to technology: Provision of Chrome Books (from school budget)	Parent/carer guidance for use of remote learning platform on website	Pupils able to continue with the curriculum	Questionnaires	SLT	Termly	
					Total budgeted cost:	Resources £160
					Total overall budget:	£15,360