



COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	209	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16720.00		

How is funding allocated?

Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each school with a total of £80 for each pupil in years Reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

STRATEGY STATEMENT

At St Paul's, our aims are to:

- **mitigate the disruption to learning experienced this year by our pupils**
- **deliver a high quality, broad and balanced curriculum**
- **ensure that the curriculum is accessible to all pupils remotely**
- **remove barriers to learning to enable pupils to reach their potential**

This plan is underpinned by research from the Education Endowment Foundation (EEF) to support Curriculum Strategy and Accountability Framework 2020.

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

It is recommended in the EEF's Guidance that schools should focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. **Teaching** – high quality teaching for all, effective diagnostic assessment, supporting remote learning, focusing on professional development
2. **Targeted Academic Support**- high quality one-to-one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND
3. **Wider Strategies**- supporting pupils' SEMH needs, communicating with and supporting parents

Barriers to attainment			
		Barrier	Desired outcome
Teaching priorities	A	Staff prepared high quality resources but at times, families did not know how to support the learning.	Staff to be mindful of limitations around support in home and the new remote learning plan will allow direct support for the child.
	B	Some pupils have not accessed learning for a prolonged period of time	Identify the children who are the furthest behind their actual age in both reading and maths and establish gaps in learning that can be re-taught. Following the assessments, through QFT and bespoke interventions, children will make rapid progress from their starting points.
	C	Home learning is limited due to use of website and limited feedback and can be developed further to improve access to learning at home for all pupils.	A robust remote learning offer is in place. A new and improved platform is being used and all staff are trained in its use. Activities are regularly uploaded and feedback to pupils given accordingly.
	D	Limited staff knowledge of learning platforms to promote a broad and balanced curriculum remotely	Staff training and sharing of best practice in meetings resulting in a comprehensive package being available for the pupils that the staff are confident to use
Targeted academic support	E	Due to government guidance school is unable to use existing TAs in school to provide high quality catch up interventions across a range of pupils from Years 1-6.	Through appointment of a specialist intervention teacher in addition to QFT, children will make rapid progress from their starting points.
	F	Some pupils have not accessed learning for a prolonged period of time therefore children have returned to school below ARE.	Through targeted support and a bespoke curriculum, children will make accelerated progress in English and maths.
	G	Some pupils had limited access to reading materials during the Summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	H	Some pupils are finding it challenging to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons. Children will show resilience in their learning.

Planned expenditure for current academic year

Quality of teaching for all					
Action	What's the evidence and rationale for this choice?	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead/ Cost	When will you review this?
Re-establish routines, focus on basic skills, oracy and SEMH	A large proportion of pupils did not access formal learning for a prolonged period of time	Pupils are settled in class and able to access their learning	SLT – Monitoring and Evaluation cycle – book scrutiny's during staff meetings, KS meetings and discussions	CP N/A	Termly
Baseline assessments to be completed in reading, writing and maths to establish gaps in learning that can be re-taught.	A large proportion of pupils did not access formal learning for a prolonged period of time	Following the assessments, through QFT and bespoke interventions, children will make rapid progress from their starting points.	SLT – Monitoring and Evaluation cycle – Pupil progress meetings	CP N/A	Termly
To create a robust remote learning offer that meets the needs of all pupils.	Home learning was limited due to unfamiliarity of websites and limited feedback opportunities	A new and improved platform is being used and all staff are trained in its use. Activities are regularly uploaded and feedback to pupils given accordingly.	SLT – Monitoring through feedback from all stakeholders- surveys undertaken and reviewed regularly	CP Class dojo- free Reading Eggs Whole School Subscription £1134.00 Spelling shed and maths shed subscriptions £248.40	Termly

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/ Cost	When will you review this?
Appoint a Part-Time Teacher to lead KS1 maths and English interventions in Autumn and Spring terms	Pupils will make rapid progress from their starting points and will make accelerated progress in English and maths	Baseline assessments have identified the children who are not yet within age-related expectations for English and maths	SLT Monitoring of impact/ progress Phonics screening outcomes	AD Key Stage Leader £8,000	Termly
Bradford City Community Foundation to run programme for KS2 Reading interventions	Pupils will make rapid progress in Reading	Baseline assessments have identified the children who are not yet within age-related expectations for reading	SLT Monitoring of impact/ progress Assessment outcomes	Cath Palmer (HT) 6 weeks Reading Bears x 2 £460 12 weeks Reading Stars x 2 £600	Termly

Wider 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/ Cost	When will you review this?
Academic tutoring for pupils with SEMH to be accessible to identified pupils	Pupils will make rapid progress in maths and English with appropriate SEMH support in place to meet their needs	Identified pupils need 1-1 specialist support to achieve their potential	Pupil/ teacher/tutor/ parent feedback and detailed academic and SEMH information shared with tutors regarding needs of the individuals	CP/RP National tutoring programme £370 for 30 sessions	Every 4 weeks
Parental engagement training for 2 staff members to be undertaken	Strengthen links between school and families	Families in crisis because of COVID. To enable staff to develop further skills to engage and support the community	Parent/ staff feedback	CP Exceed Academy enhanced SEMH offer (additional place) £250	Spring term 2
Mental Health Champions Workshop to be undertaken by Year 4 Resources provided for years 2-6	Pupils will develop an understanding of positive mental health-enabling them to be mental health champions-supporting peers in the coming terms MH resources will complement existing materials and strengthen the PSHE curriculum	Mental health and well-being of pupils a focus in school because of the pandemic	Pupil/ staff feedback Quality of resources to be monitored by PSHE lead	CP/GB One goal £295	Spring term 2
				Total budgeted cost:	£11, 357.40

