



## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	327	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£26,160		

Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact for lost time in education will be substantial, and the scale of our response must meet this challenge.

After undertaking a recovery curriculum in September 2020 and from subsequent assessments throughout the Autumn Term three clear priorities have emerged: Mathematics in Year 6, PPF reading in Year 4 and early language development in the EYFS. In addition, after consultation with parents/carers, it has been clear that access to appropriate technology is an issue for some of our families, and should the school need to return to remote teaching in the future, some families will be disadvantaged.

In order to support the children and facilitate the 'catch up' needed we have decided to use the funding to:

Introduce 1:1 tutoring in Mathematics after school for Year 6

Introduce 1:1 tutoring in reading for PPF children in Year 4

Participate in the NELI (Nuffield Early Language Intervention) program in EYFS

Purchase additional Chrome Books for vulnerable and disadvantaged families to be used in the event of remote education becoming a necessity.

The aims of the catch up premium strategy at St Leonard's School are:

To reduce the attainment gap between disadvantaged pupils and their peers, especially in reading in Year 4

To raise the attainment of all pupils to close the gap created by COVID 19 school closures, especially in Mathematics in Year 6

To ensure pupils in EYFS have sufficient language development in order to access education effectively

To ensure all pupils have access to appropriate technology

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Gaps in learning caused by school closure has lowered mathematical attainment in Year 6 – 23% Expected Level in September 2020
B	Gaps in learning caused by school closure has lowered reading attainment of PPF children in Year 4 – 21% Expected level in September 2020
C	Gaps in transition and a lack of nursery curriculum caused by school closure has resulted in low early language development in EYFS – C&L Language 27%, Understanding 36% and Speaking 29% Inline September 2020

### ADDITIONAL BARRIERS

#### External barriers:

D	Lack of appropriate technology in order to complete remote learning – Only 53% of the school have the appropriate technology at home.
E	Persistent Absenteeism was already 17% for our most vulnerable pupils prior to lockdown, which has increased community anxiety

## 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?
Improve outcomes for all children.	All children make at least expected progress by July 2021. Learning gaps caused by COVID 19 are filled.	EEF advises that supporting great teaching is the most important lever schools have to improve outcomes for their pupils. EEF advises that assessment can help teachers determine how to most effectively support pupils, every pupil will have been affected differently by COVID 19.	Use of PIXL Assessments and Question Level Analysis to identify gaps in learning and plan whole class/ group or individual intervention to fill the gaps.  Teachers to use prior learning at the beginning of every session and then develop this through the session and subsequent sequences of lessons.  Core Group meetings will be held regularly to monitor the progress and attainment of all learners.  SLT to ensure teachers have access to focused training on Google Classroom to develop their expertise on effective use of technology.	HT/DHT	At assessment points in each term.
				Total budgeted cost:	Already in existing school budget

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?
1:1 Tutoring in Mathematics for Y6 pupils	All children targeted will achieve EXS in Y6 SATS May 2021	23% of children at EXS in September 2020. 17 children identified as having potential to reach EXS. EEF advises that there is extensive evidence to support high quality 1:1 as a catch up strategy.	UKS2 Lead to have weekly sessions with TA tutors to discuss pupils and decide on areas of learning to work on. Data analysis of pupils receiving tuition at assessment points. Discussion of pupils at fortnightly Y6 core meetings. <b>National Tutoring programme?</b> <b>Academic Mentor programme?</b> (School has signed up to both programmes - to be updated when details finalised)	UKS2 Lead/HT/DHT	At assessment points and during core group meetings
1:1 Tutoring in Reading for Y4 PPF children	Gap between non PPF and PPF will have significantly closed by July 2021 – currently 50%	Gap between PPF and non PPF 50% in reading. More than a quarter of PPF children did not access home learning regularly during lock down. EEF advises that there is extensive evidence to support high quality 1:1 as a catch up strategy.	LKS2 Lead to have weekly sessions with TA tutors to discuss pupils and decide on areas of learning to work on. Data analysis of pupils receiving tuition at assessment points. Discussion of pupils at termly Y4 core meetings Community engagement team to support learning at home.	LKS2 Lead/HT/DHT	At assessment points and during core group meetings

1:1 Tutoring in Reading for Y2 children	All children targeted will achieve EXS in Y2 SATS May 2021	49% of children at EXS in September 2020. xx children identified as having potential to reach EXS. EEF advises that there is extensive evidence to support high quality 1:1 as a catch up strategy.	KS1 Lead to have weekly sessions with TA tutors to discuss pupils and decide on areas of learning to work on. Data analysis of pupils receiving tuition at assessment points. Discussion of pupils at monthly Y2 core meetings. Community engagement team to support learning at home.	KS1 Lead/HT/DHT	At assessment points and during core group meetings
Implementation of NELI programme in EYFS	All children targeted will have language acquisition to access the curriculum in Key Stage 1	C&L Language 27%, Understanding 36% and Speaking 29% Inline September 2020  EEF advises that high quality intervention programs which are tailored to a specific need such as oral language have the highest impact.	Staff to be released to attend training.  EYFS Lead to monitor delivery of programme.  Data analysis of pupils receiving intervention at assessment points.  Allocated time for staff to deliver NELI programme  Discussion at EYFS core group meetings	EYFS Lead/HT/DHT	At assessment points and during core group meetings
Total budgeted cost:				£16, 162.50 Plus national tutoring programme	

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?
<p>To ensure all children have access to appropriate technology by purchasing chrome books to lend out if the children need to learn remotely.</p> <p>To support improved attendance for children identified as Persistently Absent</p>	All children to have access to technology should they need to learn remotely	<p>Only 53% of parent/ carers stated that they have appropriate technology at home.</p> <p>EEF advice that pupils access to technology is an important factor affecting the extent to which they can learn effectively at home.</p> <p>PA 2019/2020 was 17% for PP children compared to 8% for non-PP</p>	<p>Monitor remote learning completed by pupils on school chrome books.</p> <p>Consultation with parents and carers about the use of the chrome books at home.</p> <p>Use Family Welfare and Community Engagement Team support to engage parents, with technology to support Home Learning if attendance in person is not possible</p>	HT/DHT	As required and the chrome books are given out to pupils
				Total budgeted cost:	£3000

#### ADDITIONAL INFORMATION

This information should be read in conjunction with the school's Distance Learning Strategy.