COVID-19 catch-up premium spending: summary 2021-22

SUMMARY INFORMATION			
Total number of pupils:	334	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£26,720 allocated 2020-21	Actual expenditure 2020-21 £10,340 Amount to carry forward to 2021-22: £16,380	

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 are amongst those hardest hit. The aggregate impact for lost time in education is substantial, and the scale of our response must meet this challenge.

After reviewing the 2020-21 Catch Up plan and its limited impact due to restrictions of Lockdowns, Bubbles and social distancing, July 2021 assessments lead to three clear priorities emerging for September 2021:

Mathematics in Years 4 to 6 where there are significant gaps between PP and non-PP children

English, both reading and writing, in Year 5 where there are significant gaps between PP and non-PP children

Early reading development from EYFS to Year 3 – engagement in reading was lower in these year groups

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 during and after school for Years 4 to 6

Introduce 1:1 tutoring in reading for PP children in Year 5

Support Community Engagement

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

To raise the attainment of all pupils to close the gap created by COVID 19 school closures, especially in Mathematics in Years 4 to 6

To reduce the attainment gap between disadvantaged pupils and their peers, especially in reading in Year 5

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

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in learning caused by school closure has lowered mathematical attainment disproportionately in Years 4 to 6 in our PP children
B	Gaps in learning caused by school closure has lowered reading attainment of PP children in Year 5 – 28% Expected level in July 2021
C	Gaps in transition and a lack of parental engagement caused by school closure has resulted in low early reading development in EYFS and KS1 with 35 children receiving very low support in reading at home July 2021

ADDITIONAL BARRIERS	
External barriers:	
D	Lack of appropriate technology in order to complete remote learning – 48 Chromebooks were issued during the January to March 2021 Lockdown
E	Persistent Absenteeism is for our most vulnerable pupils

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	Evaluation

Improve outcomes for all children.	All children make at least expected progress by July 2022. 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 modelling and giving children the chance to practise and apply new skills in sequences of lessons. Pre-teaching, surgeries and therapies in addition to QFT Core Group meetings will be held regularly to monitor the progress and attainment of all learners.	HT/LoLs	
			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	Evaluation

1:1 Tutoring in Mathematics for Y4, Y5 and Y6 pupils	All children targeted will achieve EXS or move closer to it in assessments June 2022	48%Y4 70%Y5 63%Y6 22%Y4 39%Y5 50%Y6 PP 53%Y4 91% Y5 68% Y6 non-PP Expected Level in July 2021 EEF advises that there is extensive evidence to support high quality 1:1 as a catch up strategy.	2020-21 evidence shows "a strong case for flexible, internal tutoring delivered by people who know our children and methods well" UKS2 and LKS2 LoLs to have weekly sessions with TA tutors (BP, KF, AM) and KH to discuss pupils and decide on areas of learning to work on. Move to pre-teaching instead of interventions Data analysis of pupils receiving tuition at assessment points. Discussion of pupils at fortnightly Y6 core meetings and PPMs	LKS2 and UKS2 LoLs /HT	
1:1 Tutoring in Reading for Y5 PP children	Gap between non PP and PP will have significantly closed by July 2022 – currently 57% gap (28%PP v 85% non-PP)	Gap between PP and non PP 57% in reading in Y5. More than a quarter of PP 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.	UHS2 LoL to have weekly sessions with TA tutors to discuss pupils and decide on areas of learning to work on Follow the model which worked well in Y6 Maths 2020-21 Data analysis of pupils receiving tuition at assessment points. Discussion of pupils at fortnightly Y5 core meetings Family Welfare to make individual plans to support learning at home for identified Y5 children.	LKS2 Lead/HT/DHT	

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Implementation of reading engagement programme in EYFS and Y1 and 1:1 reading Tutoring in Y2 and Y3	All children targeted to improve in participation in reading	Reading Rainbow data 2020-21 showed significantly less children in EYFS and KS1 participating regularly in reading at home Y3 SEND children showed poor engagement in reading during 2020-21 EEF advises that high quality intervention programs which are tailored to a specific need such as oral language have the highest impact.	English Leads to monitor reading participation EY Leader to monitor Early Reading and language interventions Community Engagement team to support individual families Adult learning courses to be put in place Data analysis of pupils receiving tuition at assessment points. Discussion of pupils at termly pupil progress meetings	EYFS Lead/ HT/DHT	
				Total budgeted cost:	£10,228
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	Evaluation

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To ensure all children have access to appropriate technology to support Home Learning	All children to have access to technology should they need to learn remotely	EEF advice that pupils access to technology is an important factor affecting the extent to which they can learn effectively at home.	Adult learning courses to be put in place	DR/JS	
To support improved attendance for children identified as Persistently Absent		PA 2020/2021 was 11.7% for PP children compared to 6.5% for non-PP	Use Attendance support to engage parents and resolve issues around attendance	HT / FW	
To ensure all children have access to quality texts at home and that children are reading regularly at home	Number of children identified as not reading regularly has fallen from 35 children June 2021	We are extending our subscribing to AR and Myon which will enable children to be challenged at the right level at school and at home Encourage use of our new Library	Reading Leads and Community Engagement Team to monitor.	HT / KS1 LoL	
				Total budgeted cost:	£6,152

ADDITIONAL INFORMATION

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

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