

St Luke and St Philip's Primary Academy Catch-up Premium Funding

Academic Year	2020-2021	Total catch-up premium	£14,000	Number of pupils	180
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What is Catch-up Premium Funding?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

School allocations will be calculated on a per pupil basis.

Mainstream schools will get £80 for each pupil from reception to year 11 inclusive.

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Taken from Dfe Catch up premium guidance 19th November 2020.

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Key areas identified as being impacted on due to lockdown

All pupils missed significant amounts of learning because of the lockdown period from the end of March to July 2020. Whilst school endeavoured to provide children with as many resources as possible to continue the learning (work packs, activities set on google classroom and class dojo, online reading materials, online maths activities, phonics videos etc.) this has impacted on all areas of the curriculum with whole units of learning not being taught. The following have been identified as the key priorities to focus on.

1	Phonics, reading, writing, maths	Initial teacher assessments identified gaps in learning, particularly in Years 1 and 2, with some children working approximately one year below age related expectations in all areas. In KS2, Maths and vocabulary have been identified through teacher assessments as key areas to work on.
2	Poor language development	In EYFS, many children starting in Reception class have missed out on the learning experience from being in a Nursery setting, and also from socialising with other children. The Wellcomm language assessment has identified the majority of children in Reception to be working significantly below age related expectations with receptive, expressive and social language development. We also purchased the Wellcomm assessment for the rest of school, as 40% of children with IEPs are based on speech, language and communication difficulties.
3	Social and emotional development (EYFS)	As above, this has also impacted hugely on the children's social and emotional development, with some children being teacher assessed to have a developmental age of approximately 2 ½ years old on starting school, which has been the key underlying factor for behaviour difficulties.
4	Children with little or no English	52% of children in school do not speak English as their first language. There are 23 different languages spoken across school and over the years we have received a number of families in school who speak little or no English. During lockdown, the children did not speak English at home and therefore regressed in their understanding of English.
5	Mental health and wellbeing	We are conscious of the fact that spending long periods of time at home, being unable to socialise with friends and family, the anxieties brought about by the virus and potential deaths within family circles potentially will have an effect on children's mental health and wellbeing. We are also considerate of the anxieties parents and families may have about their child returning to school.

Research from the EEF (Education Endowment Foundation) advises the following with regards to the most effective ways of supporting children and families using the catch-up period.

<i>Teaching and whole school strategies</i>	<i>Targeted approaches</i>	<i>Wider strategies</i>
<ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support 	<ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time 	<ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Planned expenditure to address key areas identified

Key area 1: Phonics, reading, writing, maths

Actions	Desired Outcomes	Lead	Impact on review	Reviewed	Cost
<p><u><i>Teaching and whole school strategies</i></u> - Recovery Curriculum devised to allow for additional sessions of phonics, reading, writing and maths, dependent on the needs in each year group. (sessions to be approx 30 minutes, little and often.) Reading in KS1 following '3 books per week' strategy, reading the same books repeatedly over a week developing vocabulary, comprehension and enjoyment of reading.</p> <p><u><i>Targeted approaches</i></u> - Read Write Inc (RWI) sessions streamed across Reception and Year 1. RWI and Freshstart intervention for identified children in KS2. Learning Support Assistants working in each class to focus on individuals and small groups addressing gaps</p>	<p>Children to gradually catch up with missed learning to be in line with ARE in phonics, reading, writing and maths. (Recovery Curriculum reviewed and adapted accordingly throughout the year)</p>	<p>SO'C AW</p> <p>TA</p>		<p>Ongoing - end review July 21</p>	

in learning and misconceptions in R, W, M.		CT			
Key area 2: Poor language development					
Actions	Desired Outcomes	Lead	Impact on review	Reviewed	Cost
<p><u>Teaching and whole school strategies</u> - Speech Therapist employed to initially assess and work with EYFS and KS1, assessing, delivering programmes and training staff.</p> <p>Whole class activities from Wellcomm taught in EYFS. All children in KS1 assessed using the Wellcomm assessment, moving on to KS2 later in the year.</p> <p>Staff training in Closing the Gap (Vocabulary) and delivering quality vocabulary sessions, Oracy (Voice Blackburn with Darwen) to enhance understanding and use of vocabulary.</p> <p><u>Targeted approaches</u> - Small group support as identified and delivered by the Speech Therapist in EYFS and KS1. Roscoe and Wellcomm intervention groups in EYFS, ensuring all children at varying levels of need are catered for.</p>	<p>Children across school (with a particular focus on EYFS and KS1) to be working at ARE with regards to speech development. Children with specific IEPs targeting SLCN to make appropriate progress over the year.</p> <p>Children receiving specific intervention to make appropriate progress to move to the next stage or to no longer require intervention.</p>	<p>SO'C TA</p> <p>SB SS</p>	<p>Jan 21 - reduced the number of speech and lang interventions on recommendations of Speech Therapist - some children now being exposed to high quality language within the classroom setting.</p>	<p>Ongoing - end review July 21</p>	<p>£10,640 Speech Therapist</p> <p>£750 Whole School Wellcomm Assessment</p>

Key area 3: Social and emotional development (EYFS)					
Actions	Desired Outcomes	Lead	Impact on review	Reviewed	Cost
<p><u>Teaching and whole school strategies</u> - EYFS teaching team focusing more on social and emotional development and giving the children time to settle into new surroundings before focusing on academic learning.</p> <p><u>Targeted approaches</u> - Additional Learning Support Assistant working part time to support individual and small group children with social and emotional needs.</p>	For EYFS children to settle into school life, understand and respond to the routines and know how to socialise appropriately with adults and their peers. This will then enable learning to happen.	AW TA SS SS	Jan 21 - Children are much more settled and responding well to the routines in class. Close relationships have been built between staff and children. Behaviour is good in class and children are learning well.	Dec 20	£1,982 Additional hours LSA
Key area 4: Children with little or no English					
Actions	Desired Outcomes	Lead	Impact on review	Reviewed	Cost
<p><u>Teaching and whole school strategies</u> - Children supported whole class through translated worksheets and ipads for translating in lessons.</p> <p><u>Targeted approaches</u> - Increased working hours for the Learning Support Assistant who delivers EAL sessions for individual and groups of children to ensure all children are receiving 3 sessions per week, and working collaboratively with the class teachers.</p>	Children with little or no English to be able to access lessons whilst learning the language. Increased support to ensure the children learn English as quickly as possible, ensuring full participation in all aspects of school life.	TA TA		Ongoing, end review July 21	£2,340 EAL LSA additional hours

Key area 5: Mental health and wellbeing					
Actions	Desired Outcomes	Lead	Impact on review	Reviewed	Cost
<p><u>Teaching and whole school strategies</u> - As part of the Recovery Curriculum, PSHEC given a priority, personalising where needed to ensure all children have the opportunity to talk about their feelings through the pandemic.</p> <p><u>Targeted approaches</u> - Pupil Wellbeing Lead working with individual children who have been identified as a concern by staff, and where fitting, working with the parents and child in family group sessions.</p> <p><u>Wider strategies</u> - School/Home Action Plans provided for individual children and families, with meetings involving all necessary adults, parents and the child (if fitting), giving targets for all involved and reviewed half termly.</p> <p>A video giving a tour of the school by the Head Teacher, followed by a 3D virtual tour of school have been produced, with short videos links of staff to allow parents to see inside school - for those who have never been in (parents of new children) and for parents who have not been allowed to come into school because of COVID policies.</p>	<p>Children to feel safe and relaxed coming back to school, to know they are listened to and that school is here to support them if they have any worries or anxieties.</p> <p>Individual targets set to be met, resulting in children feeling happy, safe and learning, parents to know they are supported and that school values their contributions in their child's school life.</p> <p>Current and prospective parents to gain a strong sense of our school Christian ethos and to feel comfortable knowing their child is safe in school.</p>	<p>SP</p> <p>TD</p> <p>TA AW TD</p> <p>SO'C</p>	<p>Jan 21 - Children settled quickly back into school and are happy to be here. Attendance for Autumn term 97.3%</p>	<p>Dec 20</p> <p>Ongoing, end review July 21</p>	<p>£120 School video</p>

Total expenditure: £15,832