

# St Ethelbert's Catholic Primary School and Nursery



## **Coronavirus (COVID-19) Catch-up Premium Spending Report** 2020-2021

## CPD Running Record for Teachers 2020-2021

Year Group	Teacher	Course
		- Zones of Regulation Training
		ABC Does Continuous Provision Webinar - Nuffield Early Language Intervention (NELI) Course - Zones of Regulation Training - Prevent Training Emotional Literacy - Blob Tree  Prevent training ABC does continuous provision NELI language programme (with module 2 to complete) Zones of Regulation General anaphylaxis awareness Due to complete: DSL refresher
		- Zones of Regulation Training
		19th October - NQT Mentor course 19th October - Music Network Meeting 11th November - Getting Ready for the Phonics Screening Check' 10th February - Zones of Regulation 22nd February - Supporting Pupils with ADHD in Mainstream Schools Epi-pen training 24th February - Kingsnorth Hub early reading  Getting Ready for the Phonics Screening Check in Year 2 - English Hub at Kingsnorth Primary on 11th November 2020 via Zoom 4-5.30pm. KS1 Statutory Assessment in 2021 (ARA) - Adi Ahmet on 11th December 2020 via Zoom 1 - 3.30pm 'Zones of Regulation' Epi-pen/Anaphylaxis online training.
		Zone of Regulation Training
		Managing your wellbeing Managing behaviour effectively Building understanding, maintaining high expectations and student motivation topics Building effective relationship with teaching assistants Motivating the unmotivated Creating an All-inclusive classroom Identify children with AEN

		Providing for children with ASD Working with other agencies preparing an EHCP Principals of Assessments Gauging understanding and identifying misconceptions Mark and Feedback
		- physical phonics - Zones of Regulation Training - psychological first aid course
		- Zones of Regulation Training - Prevent Training

### CPD Running Record for Support Staff 2020-2021

		- Blob Tree
		Emotional Literacy - Blob Tree
		- Blob Tree
		Blob Tree

## Summary Information

<b>Number of eligible pupils</b>	<b>Currently on roll 202</b> <b>Total 210</b>	<b>Amount of catch-up premium</b>	<b>£15.280 allocated total</b> <b>£4060 in October 2020</b> <b>£4860 received in March 2021</b> <b>£6360 received in June</b>
<b>School catch-up priorities</b>			
<b>Current Reading Data</b>	<b>Current Writing Data</b>	<b>Current Maths Data</b>	<b>Current RE Data</b>
<p>Children 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 of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. 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. (The school has allocated additional funds from the delegated budget/ Pupil Premium Grant to support Catch Up strategies and interventions)</p> <p>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. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>			
<p><i>A small number of priorities that can <u>realistically</u> be addressed:</i></p> <ol style="list-style-type: none"> <li>1. Maths attainment is lower than writing and reading.</li> <li>2. Assessment is inaccurate in all subjects</li> <li>3. Reading philosophy is not strategic enough to accelerate progress and raise attainment</li> <li>4. Some pupils have larger gaps than their peers across the school,</li> <li>5. Not all pupils have effective learning strategies and behaviours to support catch-up, including SEN.</li> </ol>			
<p><b>Purpose of spend</b></p> <p>The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.</p>			
<p><b>What children need</b></p> <p>[For all children]</p> <ul style="list-style-type: none"> <li>• Supporting great teaching.</li> <li>• Focus on getting reading, writing and maths back on track.</li> <li>• Supporting parents and carers.</li> </ul> <p>[For some children]</p>			

- Additional support and focus in reading, writing and maths.
- Additional pastoral support.

## Plan

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
<b>Quality First Teaching</b>		
<p>Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Professional development to support planning of and teaching of Story telling – 1 day inset, 1:1 coaching x 2 days, workshops for parents – The Emporium</p> <p><i>The number of EYFS pupils entering school with speech and language concerns has increased. Pronunciation, sentence construction, understanding and the general ability to speak in sentences are the main areas of concern.</i></p>	<p>Progress will be tracked against targets set in Reading and Writing for each year group as outlined above</p>	<p>£2000</p>
<p>Professional development to support planning of and teaching of Maths – 1 day inset, 1:1 coaching x 1 day – AJ</p> <p><i>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.</i></p>	<p>Progress will be tracked against targets set in Maths for each year group as outlined above</p>	
<b>Focus on getting reading, writing and maths back on track</b>		
<p>Buy and set up Accelerated Reader – 3 years</p> <p><i>Some children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading with a gap in vocabulary understanding and the gap between those children that read widely and those children who don't is now increasingly wide.</i></p>	<p>Progress will be tracked against targets set in Reading for each year group as outlined above</p>	<p>£12.811.50 before tax £15373.80 after tax £9000 from COVID</p>
<p>Use of subject-specific assessments (NFER) to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations – 3 times a year with specific question gap analysis so we can specifically see what the strengths and gaps are for all children.</p>	<p>Progress will be tracked against targets set in reading, writing, EPGS and maths for each year group as outlined above.</p>	<p>£2306.76</p>
<p>Set up a new spelling and vocabulary system – Mrs Wordsmith</p>	<p>Progress will be tracked against targets set in writing and</p>	<p>£0</p>

<p><i>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling, plus handwriting has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</i></p>	<p>EPGS for each year group as outlined above.</p>	
<p><b>Additional support and focus on reading and/or maths</b></p>		
<p>New Assessment tracking system for staff, children and parents – Pupil Asset</p>	<p>Accurate and reliable attainment and progress can be tracked in reading, writing, maths and foundation subjects. Holding staff to account and make sure expectation is high. Parent will receive termly reports of their child's attainment and progress.</p>	<p>£1112.90</p>
<p><b>Supporting parents and carers</b></p>		
<p>Providing additional books and educational resources to families, with support and guidance - offering advice about effective strategies for reading with children.</p>	<p>Progress will be tracked against reading targets set for each year group as outlined above.</p>	<p>£250</p>
<p>Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p>	
<p><b>Additional pastoral support</b></p>		
<p>Staff an increase in the length of the school day to provide additional academic or pastoral support to particular pupils after school, improving learning and other outcomes, such as attendance and behaviour – Learning Mentor</p>	<p>Progress will be tracked against all targets set for each year group as outlined above</p>	<p>£500</p>
		<p>Total allocated £15,168</p>

## Appendix

These suggestions have been taken from EEF guidance. They are not exhaustive and there is no requirement to use any. Schools are able to spend the grant on any resource or activity they believe will meet the purpose of the grant. We just wanted to provide a list of ideas. **There is no expectation that schools will open for longer for some pupils each day or that schools will operate holiday schemes; the suggestions below are there for the sake of completeness because they were reviewed by the EEF.**

Priority	How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
<b>Teaching and whole-school strategies</b>		
Supporting great teaching	<p>Provide support for teachers to prepare for the school year.</p> <p>Provide professional development, to support curriculum planning or focused training on the effective use of technology.</p> <p>Provide support to adjust to changes to improve the quality of teaching.</p> <p>Provide additional mentoring and support for early career teachers.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Pupil assessment and feedback	<p>Pay for staff time to enable teachers to assess pupils' wellbeing and learning needs.</p> <p>Pay for subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Pay for standardised assessments in literacy or numeracy to identify pupils who would benefit from additional catch-up support.</p> <p>Provide teachers with support to give high-quality feedback, building on accurate assessment.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Transition support	<p>Support pupils starting a new school; sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school.</p> <p>Pay for the running of dedicated transition events - either online or face-to-face.</p> <p>Provide assessment materials to identify areas where pupils are likely to require additional support.</p> <p>Provide opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between schools where possible.</p>	Progress will be tracked against all targets set for each year group as outlined above.

Targeted Support		
One to one and small group tuition	<p>Pay for tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group.</p> <p>Provide training for tutors, teaching assistants, or volunteers linked to specific content and approaches.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Intervention programmes	<p>Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Provide interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Extended school time	Staff an increase in the length of the school day to provide additional academic or pastoral support to particular pupils after school, improving learning and other outcomes, such as attendance and behaviour.	Progress will be tracked against all targets set for each year group as outlined above.
Support for pupils with SEND	<p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Wider Strategies		
Supporting parents and carers	<p>Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school.</p> <p>Personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation.</p> <p>Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Access to technology	<p>Provide access to technology, facilitating access to online tuition or support either by providing pupils with devices or improving the facilities available in school.</p> <p>Provide support and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Summer support	<p>Provide high quality academic support such as small group tuition delivered by teachers or trained tutors.</p> <p>Provide support focusing on a wide range of outcomes, such as confidence and wellbeing, and a wide range of activities such as sports, music and drama that children may have missed.</p>	Progress will be tracked against all targets set for each year group as outlined above.