

Summary Information					
<b>School</b>	St Peters CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total catch up Premium</b>	£29040 (363- autumn 2019 x £80) (£7260 received in Autumn)	<b>Number of Pupils</b>	385

Guidance
<p>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 of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p><b>The EEF advises the following:</b></p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>

Identified impact of Lock down	
Maths	The pupils have come back relatively strong in maths however the gap between the top and the bottom has widened. We have found that most areas were covered but not in the same depth as if they had been taught face to face- fractions is an example of this. The ability to apply and also to think around an unfamiliar problem is an area that the children have come back weaker in.
Writing	The pupils carried out a lot of writing during lock down but their grammatical accuracy and hand writing have not developed as much as they would have without lock down.
Reading	Pupils accessed reading while on lock down so their decoding is still strong, however their comprehension skills are not as developed in some cases as we would have expected at this stage. The pupils ability to read for a sustained period has also been affected

Non-core	Pupils have missed parts units of learning despite the staff continuing to teach these remotely. The units will not be repeated but the subjects prioritised this term. The children have missed out on trips and visitors that broaden and deepen their learning. Pupils have come back less independent than when they have left. Some pupils are anxious about things that are happening around them. They are happy to be back in school and the fact they were all back before summer really helped.
Mental well being	The pupils really benefited from returning before the summer holidays. However there were still a number who were anxious about coming back and things being different. The school has worked with one of our governors to put in place a whole school mental health package for pupils and staff. From this we can target pupils who respond outside of the norms.

**Planned expenditure** - The listings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

Teaching and whole school strategies

Area to develop	Chosen approach and anticipated cost	Impact ( once reviewed)	Staff lead	Review date
<u>Quality First Teaching continues</u> The curriculum will be modified for the first three weeks to concentrate on core areas that were missed or not taught in depth. The pupils will then be assessed on this and gaps reduced. Despite the limitations on physical resources this still remains a core way we teach so more will be ordered. Full curriculum offer back in place by October 2020.	Additional time built in to plan catch up areas <b>£1000CCUP</b> Reading training given to target areas pupils are weaker in <b>£2500 CCUP</b> Purchase additional manipulatives- <b>£1000 CCUP</b> Purchase fogging machine to sterilize large amounts of equipment- PE <b>£300 CCUP</b>  5 maths sets taught instead of 4 in year 5 and 6 <b>£6600 CCUP</b>  Extra maths set taught in year 4 from October <b>£2300 CCUP</b>		Literacy Leads SLT Maths Lead SENCO HT DHT	Dec 20
<u>Clear assessment and feedback</u> Assessment time table need to allow gaps to be identified. We need to know which are the standardised norms and which have been a result of COVID	Previous years end of year assessments given after 3 full weeks of core teaching. The curriculum will then be modified and individualised and from this 1-1, boosters and interventions will be put in place to bridge gaps.	Gaps identified and programmes in place	SENCO HT	Dec 20
<u>Transition Support</u> Pupils are familiar with school before they join. Parents know the school's routines. Parents clear about Secondary transfers and how to complete forms	All new families to the school were given personal tours in July on a 1-1 basis. SLT contacted all nurseries prior to children joining the school. Small bubble face to face meetings with new parents. Virtual tour of school put on line.	New pupils have settled in well with out 'tears'  Appropriate resources in place for pupils with additional needs.  Parents able to make informed decision about 2021 entry to our school and secondary	HT	Dec 20

	<p>Phone call meetings with parents about secondary transfer.</p> <p>All info from secondary's shared virtually.</p> <p>Mental health work carried out at start of term and then on going modules lead by outside professional</p>	Pupils able to share feelings and enable school to be proactive rather than reactive		
<u>1 to 1 and small groups</u>	<p>Year 5/6 SPAG, Reading Comprehension, Inference, Spelling and Handwriting</p> <p>Year 4 – Reading, arithmetic, handwriting, spelling</p> <p>Year 3 – Arithmetic, Phonics, spelling, handwriting, comprehension, reading</p> <p>Year 2- Phonics booster, Maths, Reading</p> <p>Year 1 – Phonics, handwriting, Maths, Reading</p> <p>Reception – Fine motor, Maths, PSED</p>		DHT HT	Dec 20
<u>Intervention programme</u> Pupils in each cohort with gaps are identified and support programmes developed to close these gaps	Staff training on sharp targeted interventions for LSA and staff. LSA time table and worship time tables adjusted to maximize time for these		DHT SENCO	Dec 20
<u>Extending school time</u> Identified children are able to access weekly catch up clubs either before school or after school	<p>Before school year 6 maths group</p> <p>Before school Creative Year 5/6 writing group</p> <p>Before school Year 5/6 reading group</p> <p>Before school Year 4 spelling club</p> <p>Before school Year 3 phonics and maths groups</p> <p>Before school year 2 maths and literacy groups.</p> <p>Before school Year 1 handwriting and fine motor skills <b>£8550 CCUP</b></p> <p>After school extra PE taught by specialist three sessions a week for 7 week blocks <b>CCUP 3K</b></p> <p>After school extra music lesson taught by music specialist three sessions a week for 7 weeks <b>CCUP 3K</b></p>		HT	Dec 20  March 21
<u>Supporting Parents and Carers</u> Parents in key jobs can extend school day to allow work patterns Pupils are able to access home learning and where needed have paper copies of work. Anxious parents given time and support	<p>Breakfast club split into two groups with one bubble each day <b>£5000 £2500 CCUP£2500</b></p> <p>Sports clubs and other after school clubs provided in bubbles- <b>Sports premium used</b></p> <p>IT support provided and equipment lent to parents- 4 lap tops <b>CCUP£1200</b></p>	Parents able to access some wrap around care while staying in bubbles. All pupils able to access on line work	HT	Dec 20

	Work photo copied for children who have no access to printers. <b>£100</b>			
<u>Access to technology</u> This is split into four sections <ol style="list-style-type: none"> <li>Pupils who are off during isolation have work to complete</li> <li>Pupils are off due to a closure are taught live lessons</li> <li>Medically shielding pupils can still access learning</li> <li>Pupils need devices to work at home</li> </ol>	Staff training on Zoom and Teams so live lessons can be taught. <b>£300 CCUP</b>  On line resources prepared for pupils who are being tested.  We have renewed our subscription to DB primary, My Maths and TT Rock Stars. £4000 - <b>£2000 budget</b> <b>£2000 CCUP</b> Lap top linked to live steam <b>£400 CCUP</b> Webcams purchased so live lessons can be taught to pupils shielding <b>£500 CCUP</b>  We have Acquired another set of I-pads to help catch up programmes in school £3000 PA <b>£1500 CCUP</b> <b>£1500</b>	Staff all able to deliver live Zoom teaching  Termly resources on website have allowed pupils to access work without putting too much pressure on staff  Pupils all have access to on line resources and have practice using them each half term  Shielding pupils take part in daily learning with the rest of the class	HT RM- support	Dec 20
<u>Access to site</u> The big objective is to keep the school open for as long as possible to as many children as possible. To make this work we have on going costs with cleaning, more hand soap and sanitizer used, daily monitoring and supervision to keep bubbles separate	Extra MDA <b>£2700</b> needed to have bubbles Thermal cameras to have confident access to site <b>£5000</b> Extra midday clean <b>£1200</b> Santiser and soap <b>£2000</b> Sanitiser and soap <b>£1000</b> PPE for staff <b>-£1500</b>	Attendance for Autumn 98.34%	HT	Dec 20
			Covid Catch up Grant	<b>£29040</b> Actual-£36370 <b>-£7330</b>
			Donations	<b>£9000</b>
			School Budget	<b>£11730</b> <b>+£7330</b>
			Total	<b>£55770</b>