

St Mary's Lewisham CE Primary School

COVID-19 catch-up premium report 2021/2022



Our Vision - To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words 'As I have loved you, so you must love one another' (John 13:34).

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	228 (September 2021)	Amount of catch-up premium received per pupil:	£TBC
Total catch-up premium budget received so far:	20/21 £16,240 21/22 £0	Total expected to be received:	Recovery Premium £12,905 School Led Tutoring £11,013

STRATEGY STATEMENT

Catch-up priorities

- SDP - To ensure that assessment identifies curriculum attainment and teaching gaps, including as a result of Covid-19. Strategically plan to address gaps, effectively utilising the catch-up funding through 121 tuition, academic mentors, peer review, remote learning and quality first teaching
- Reading / Phonics
- To reduce the attainment gap between disadvantaged pupils and their peers

Core approaches being implemented and how these will contribute to helping pupils catch up missed learning

- Destination Reader / Read Write Inc. phonics
- Ongoing investment in quality CPD for all staff
- Investment in additional tutoring capacity and deployment of teaching assistants for Targeted Small Group Focus to complement Quality First Teaching
- Continue to implement elements of the Recovery Curriculum – focusing on Growth Mindset and Wellbeing

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Pupil attendance will be affected by periods of self-isolation / quarantine during Covid-19 • A high proportion of families from the BAME community have been affected by the infection rates so they have an additional concern with sending their children to school
B	Low levels of attainment in maths, reading & writing are a result of 6 months of education missed in the 19/20 academic year and 3 months of education missed in the 20/21 academic year
C	Variable levels of parental support with learning packs as well as access to online learning – during lockdown and since the return

ADDITIONAL BARRIERS	
External barriers:	
D	Children missed up to 9 months of teaching and learning in school over the last 2 years
E	Children's / family mental health and wellbeing have been affected by the lockdown
F	Poor oral language skills for some children would have been heightened during lockdown
G	Poor access to a wide range of rich reading material, exercise and a healthy diet during lockdown
H	Lack of routine during lockdown for some children – eating, bedtimes, exercise etc.

Planned expenditure for current academic year

Quality of teaching for all

The school have taken a strategic approach to addressing the attainment due to Covid-19, this has been reflected as a whole school priority in the SDP and the measures in this document support the overall school strategy

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well? IMPACT	Staff lead	When will you review this?	Cost																		
<p>Investment in devices to ensure all children can access online learning: Provide laptops for UKS2 pupils – all of Y5 and Y6 have access to online learning This was extended and a total of 56 laptops have been distributed to all families that requested one. This total includes 29 GeoBooks from the Government. School has purchased 30 new laptops. Investment in devices to support learning in school: In addition to the laptops purchased, the school has purchased 30 new iPads. Investment in online learning platforms:</p> <table border="0"> <tr> <td>Purple Mash</td> <td>£200</td> </tr> <tr> <td>Zoom</td> <td>FREE</td> </tr> <tr> <td>Microsoft Teams</td> <td>FREE</td> </tr> <tr> <td>White Rose Maths</td> <td>£99</td> </tr> <tr> <td>IXL</td> <td>£1250</td> </tr> <tr> <td>Flash Academy</td> <td>£600</td> </tr> </table> <p>Access to online phonics videos – paid for within the RWI phonics subscription Investment in learning resources:</p> <table border="0"> <tr> <td>Numicon online</td> <td>£225</td> </tr> <tr> <td>Now Press Play</td> <td>£2335.20</td> </tr> <tr> <td>EYFS learning packs</td> <td>£400</td> </tr> </table> <p>Catch up initiatives Tutoring Academic mentor application x 2 EYFS NELI training application</p>	Purple Mash	£200	Zoom	FREE	Microsoft Teams	FREE	White Rose Maths	£99	IXL	£1250	Flash Academy	£600	Numicon online	£225	Now Press Play	£2335.20	EYFS learning packs	£400	<p>To ensure that assessment identifies curriculum attainment gaps, including as a result of Covid-19. Strategically plan to address gaps, effectively utilising the catch-up funding through 121 tuition, academic mentors, peer review, remote learning and quality first teaching.</p> <p>Attainment gap is closed</p>	<p>Combination of professional knowledge and robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Pupil Academic Outcomes SDP priority Staff CPD Monitoring by Senior Leaders Pupil / Parents / Staff Surveys Remote Learning Engagement data Internal data Lesson observations Learning walks Book monitoring Link governor visits Standards and Progress meeting Learning environment checks Appraisals include whole school targets linked to SDP</p> <p>All children in the school given devices to ensure that they can access remote learning</p> <p>Academic Mentor applications x 2 were successfully made. However, Teach First were not able to provide any mentors for the school.</p> <p>EYFS NELI programme successfully applied for. Programme currently on hold due to Lockdown in Spring2021</p>	Vicki Stead Leadership team	Half Termly	<p>Laptops and iPads purchased to support home learning and learning in school:</p> <p>Online learning platforms: £2,149</p> <p>Learning resources: £2,960</p>
Purple Mash	£200																							
Zoom	FREE																							
Microsoft Teams	FREE																							
White Rose Maths	£99																							
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<p>Investment in Staff CPD:</p> <p>Read Write Inc development days £870</p> <p>Weekly training / mentoring with RWI phonics</p> <p>Growth Mindset £325</p> <p>Destination Reader training (KS2) £540</p> <p>Talk for Writing workshops £2,000</p> <p>Shared and Modelled writing training</p> <p>NQT and ECT programmes £1,500</p> <p>Curriculum planning days with consultant £1,500</p> <p>SALT training led by SALT professional</p> <p>1:1 planning support</p> <p>Maths – Half day training sessions led by an external consultant</p> <p>White Rose Maths online training sessions £387</p> <p>Middle and senior leaders Subject Leadership training from an external consultant £114</p> <p>External curriculum consultant employed to support teaching and learning in Literacy</p>	<p>Leaders to ensure that all staff receive highly effective CPD to securely embed their curriculum knowledge and pedagogy so that teachers can confidently deliver, the thematic curriculum, Talk for Writing, Read Write Inc and Destination Reader. New staff to receive effective induction, mentoring and training.</p>	<p>Combination of professional knowledge and robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Pupil Academic Outcomes</p> <p>SDP priority</p> <p>Staff CPD</p> <p>Monitoring by Senior Leaders</p> <p>Pupil / Parents / Staff Surveys</p> <p>Remote Learning Engagement data</p> <p>Internal data</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Book monitoring</p> <p>Link governor visits</p> <p>Standards and Progress meeting</p> <p>Learning environment checks</p> <p>Appraisals include whole school targets linked to SDP</p>	<p>Headteacher</p> <p>Leadership team</p>	<p>Termly</p>	<p>CPD:</p> <p>£3,396</p>
<p>Tutoring – payment for the additional 25% not covered by School Led Tutoring fund</p>						<p>£3,000</p>
<p>Total budgeted cost:</p>						<p>£11,505</p>

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? IMPACT	Staff lead	When will you review this?	Cost
<p>Employed 1 additional staff member to provide 121 phonics tuition for the lowest attaining / lowest progressing pupils</p> <p>Employed 1 additional staff member to provide tutoring and small group support in KS2</p>	Children make accelerated progress through their phonics groups	<p>Preparation for phonics screening check</p> <p>Children can fully access the KS2 curriculum and read fluently</p>	<p>Children identified at Pupil Progress meetings for targeted support groups</p> <p>Regular RWI phonics assessments</p> <p>Phonics observations</p> <p>Training and mentoring</p> <p>More frequent assessment of targeted pupils</p> <p>Staff CPD and resources shared to support the creation of a Recovery Curriculum</p> <p>Pupil and Staff wellbeing initiatives</p>	<p>Head teacher</p> <p>Deputy Leadership team</p>	Half Termly	<p>Staffing cost: £10,513</p>
Invest in a recovery curriculum for the Autumn Term	To create a Recovery Curriculum to ensure that the return to school for all pupils promotes their wellbeing and ensures they are ready to learn	<p>Children's mental health and wellbeing are promoted</p> <p>Children are able to access the full curriculum from the Spring term</p> <p>Attendance is above national 96%</p>				Growth Mindset training (see above)

<p>Targeted support groups Year 6 boosters to reduce the attainment gap in RWM & GPS Extended learning clubs Maths focus groups Reading focus groups Writing focus groups Phonics focus groups SALT focus groups</p>	<p>To ensure that assessment identifies attainment gaps and implement focused group teaching which complements quality first teaching develop remote learning, SEND support for identified pupils, high quality CPD and regular tracking of progress</p> <p>Attainment gap is closed</p>	<p>Children meet their projected ambitious targets which are matched to national expectations</p> <p>Target support groups complement quality first teaching</p>	<p>Link Governor visits Behaviour tracking First Aid tracking Pupil / Parents / Staff Surveys Attendance was above National average in the Autumn Term</p>			<p>Staffing cost to deliver extended learning clubs: £500</p>	
Total budgeted cost:							£11,013

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? IMPACT	Staff lead	When will you review this?	Cost
<p>Relationships and communication</p> <p>Parents consultation meetings Phonics meetings Reception parents meetings & Induction Parent workshops New website is more user friendly Parent pay introduced Parent surveys</p>	<p>Continue to work with families to support them with Covid-19 related concerns, to ensure good attendance for all pupils</p> <p>To continue to promote positive mental health and a healthy and active lifestyle for children and their families</p>	<ul style="list-style-type: none"> • Internal assessment and reporting • Evidence from the EEF • Results of parent and pupil consultation • Analysis of attendance records • Guidance from experts – School review 	<p>School Ethos Pupil voice Behaviour tracking Weekly Inclusion meetings Pupil and parent surveys Link Governor visits Data from the remote learning engagement data analysis</p>	<p>Headteacher Deputy SHS worker</p>	<p>Half Termly</p>	<p>Website consultancy £200</p> <p>Parent Pay £200</p>
<p>Food, Housing and Furniture support for families Inclusion meetings and investment in Learning Mentor</p>	<p>Pupil's cultural capital is developed through a curriculum Intent that provides a wide range of rich experiences</p> <p>Pupils behave with consistently high levels of respect for others and demonstrate high levels of self-control and consistently positive attitudes to their educations</p>	<ul style="list-style-type: none"> • Case studies – 2 COVID-19 family support and 2 SEN • SIAMS, IQM, Sanctuary School and Healthy School reports and awards identify the positive difference St Mary's make to our families 	<p>Covid case studies – family support</p> <p>Hampers, food parcels, food vouchers given out to families</p> <p>Community projects – see school website</p>			<p>SHS worker £1,000</p>
Total budgeted cost:						£1,400

ANNEX - ADDITIONAL INFORMATION

- [DfE's catch-up premium guidance](#)
- Results of staff and pupil consultation
- [Ofsted report – July 2016](#)
- SIAMS report – May 2019
- IQM review report – May 2020
- School review in January 2020
- Case studies – 2 COVID-19 family support and 2 SEN
- [School website](#) – [Community Projects](#) and [News](#)
- [School Newsletters - celebrate all that we do](#)