**St. Paul’s Catholic Primary School**

**Part of Bishop Bewick Catholic Education Trust**



**Growing in God’s Love to Be the Best We Can Be**

COVID-19 CATCH UP PREMIUM

St. Paul’s Catholic Primary School received a catch up premium grant from the government in the academic year 2020-2021. The government recognised that 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 among those hardest hit. The aggregate impact of lost time in education is substantial and we need to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible is critical to our school recovery.

**Funding allocation**

The funding allocation is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception class through to Year 6.

Our allocation is £13,840.

**Use of funds**

We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months. Our original plan was adapted due to a further lockdown from January – 8th March 2021. Staffing was increased to enable further interventions to take place. A decision was also made to seek support from the National Tutoring Programme.

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|  | EEF Recommended Strategy: | One to one and small group tuition |
| EEF Rationale: | There is extensive evidence to support the impact of high quality 1:1 and small group tuition as a catch up strategy. |
| Year Group: | Implementation: | Cost: | Impact: |
| Reception: | **Oct-Dec**Additional 1-1 reading sessions 8am-8.30am (MW to deliver)**March – April** (SA to deliver)WritingMathsSpelling**April – June** (SA to deliver)MathsWriting | £200£380£770 | 100% of children who completed the intervention achieved the targets that were set by the class teacher83% of children made progress in each intervention.66% of children reached the expected target in maths60% of children reached the expected target in writing |
| Year 1: | **Nov – Dec**Intensive 1-1 reading sessions with individuals identified as needing daily support. **April - June**Additional 1-1 phonics sessions 8am-8.30am **April – June**Writing intervention**April – June**Maths small group support.**National Tutoring Programme****15 sessions – 3:1 support**Literacy focus | £448 £390£280£448£39 per session(75% paid by Gov - £135) | All except one child reached their target and moved to stage 3 of ORT during the intervention and were ready to progress to stage 4 ORT. Two children would benefit from further support to apply phonic knowledge independently when reading. The majority of the children showed greater confidence to read and apply their phonic skills to their reading.100% of children progressed to the next stage in RWInc.75% of the children who took part in the writing intervention achieved or exceeded the intended level of progress.75% of the children who took part in the intervention achieved or exceeded the intended level of progress.66% of children reached the expected target. |
| Year 2: | **Nov – Dec**Intensive 1-1 reading sessions with individuals identified as needing daily support. (SA to deliver)**March - April**Basic skills sessions in Maths**March - April**Writing intervention**April – June**Additional phonics sessions**April - June**Maths intervention**April - June**Targeted reading sessions 8.30am (comprehension)**National Tutoring Programme****15 sessions – 3:1 support**Literacy focus | £448£280£280£200£560£280£39 per session(75% paid by Gov - £135) | 83% of children who completed the intervention achieved or exceeded their target100% of children made progress during March to April Maths intervention with 83% making expected progress or above.50% of children made expected progress during the March to April writing intervention50% of children passed the Phonics Screening in July after this intervention.100% of children made expected progress or better during April to June Maths intervention.75% of children attending reached EXS standard at the end of Y2.At the end of the intervention, targeted children reached 50% of their expected target. |
| Year 3: | **Nov – Dec**Targeted reading sessions - (Lexia) 8.30am**Nov – Dec**Targeted small group reading comprehension **March - April**Basic Skills small group maths tuition**March – April**Basic Skills small group Spelling tuition**April – June**Maths intervention | £280£245£280£280£560 | Across the school, we started with 33% of users working below year group expectations. This has been reduced to 15% of users by the end of the intervention. Therefore 85% of users are now working within their year group standard or above.92% of children made progress when compared to their baseline scores. 58% of those children either met or exceeded the expected level of progress at the conclusion of the interventions.50% of children made expected progress during the March to April maths intervention83% of pupils made expected progress or better during the spelling intervention between March and April.66% of pupils made expected progress or better during the April-June maths intervention. |
| Year 4: | **Nov – Dec**Targeted reading sessions 8.30am (Lexia)**March - April**Basic Skills small group maths tuition**March – April**Basic Skills small group Spelling tuition**April – June**Maths intervention**April - June**Targeted reading sessions 8.30am (comprehension) | £280£280£280£560£280 | Across the school, we started with 33% of users working below year group expectations. This has been reduced to 15% of users by the end of the intervention. Therefore 85% of users are now working within their year group standard or above.94% of pupils made progress during the March-April maths intervention with 81% of those making expected progress of better.100% of children made progress across the March-April spelling intervention with 75% making expected progress or better.100% of children made expected progress or better during the April-June Maths intervention.Assessments showed children had made progress across the intervention |
| Year 5: | **Nov – Dec**Targeted small group reading comprehension **March - June**Early morning booster – TTRS 8.30am**March - April**Basic Skills small group maths tuition**March – April**Basic Skills small group Spelling tuition**April – June**Maths intervention**National Tutoring Programme****15 sessions – 3:1 support**Literacy focus**National Tutoring Programme****15 sessions – 3:1 support**Maths focus | £245£300£280£280£560£39 per session(75% paid by Gov - £135)£39 per session(75% paid by Gov - £135) | 92% of children made progress across the intervention when compared to their baseline score with 25% of those moving from year expectations to year expectations by the end of the intervention.80% of children made progress across the intervention with all children improving their recall speed.75% of pupils made progress in the March-April maths intervention with 50% of pupils making expected progress or better.75% of pupils made progress in the March-April spelling intervention with 50% of pupils making expected progress or better.100% of children made progress in the April-June Maths intervention with 75% of pupils making expected progress or better.Children were working below the expected level at the end of the intervention.All children reached the expected target set by the intervention. |
| Year 6: | **Nov – Dec**Online reading sessions 8.30am(Lexia)**Nov – Dec**Early morning booster – TTRS 8.30am**Nov – Dec**Targeted small group reading comprehension**April – June**Maths booster – after school sessions (2 adults) | £280£245£28011£500  | Across the school, we started with 33% of users working below year group expectations. This has been reduced to 15% of users by the end of the intervention. Therefore 85% of users are now working within their year group standard or above.Children’s scores have improved across the class. The data shows that rapid recall of facts has improved 100% children are answering questions more quickly than compared to their baseline score. This has been highlighted within maths lessons.100% of children made progress when compared to their baseline scores. 58% of those children either met or exceeded the expected level of progress by the end of the intervention.Children attended maths booster sessions once a week after lockdown to narrow the gap in the learning they had missed. Assessments showed that 100% of children made progress with 62% meeting the expected target. |
|  |  | £11,519 |  |

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|  | EEF Recommended Strategy: | Intervention Programmes |
| EEF Rationale: | In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary |
| Year Group: | Implementation: | Cost: | Impact: |
| Reception: | Talk Boost delivered to identified children by teaching assistant. (Oct-Jan) | £105 | Limited impact due to further lockdown from Jan-March. |
| Nursery | Participation in the NELI Programme (Nuffield Early Language Intervention) delivered to nursery children. | £0 cost to date | Still awaiting training and resources – due Nov 2021. |
| Rec/Y1/Y2 | Small group additional RWI for target children to support phonic acquisition, reading, spelling and independent writing. (delivered by TA’s) | £736 | Additional staffing involved in RWInc teaching sessions ensured that all children made progress from starting point. Unfortunately due to COVID bubbles children were not allowed to mix across year groups so intervention was not as effective as pre-Covid. |
|  |  | £841 |  |

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|  | EEF Recommended Strategy: | Supporting Parents and Carers |
| EEF Rationale: | Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Also providing additional books and educational resources to families. |
| Year Group: | Implementation: | Cost: | Impact: |
| Targeted children across school. | Additional 20 reading licenses for Lexia purchased  | £500 | 50% of children accessed regularly at home and made good progress. |
| Rec/Y1/Y2 | Additional RWInc home reading books purchased with question guides. | £800 | Initially school invested in the RWInc online library. However, this was only accessed by 22% of parents at home so further funds were invested in reading materials. This ensured children had matched reader, RWInc book bag reader and reading for pleasure text. 70% of parents engaged. |
| All year groups  | Workbooks for English and Maths for additional resource | £600 | A number of parents requested paper resources due to intermittent broadband coverage in rural areas. These provided basic skills work. |
|  |  | £1,900 |  |

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|  | EEF Recommended Strategy: | Access to Technology |
| EEF Rationale: | Pupils’ access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support |
| Year Group: | Implementation: | Cost: | Impact: |
| All year groups | Purchase chrome books to provide identified families with a device to use at home to enable them to complete online homework set by class teachers.Purchase licenses for 30 additional chromebooks to enable increased access to online resources purchased by school. | £800£1,000 | Loaning devices to families provided the resource to access live lessons and Google classroom lessons. They also provided pupils with access to online learning such as TTRS, BBC Bitesize etc.A number of devices continue to be loaned to pupils to support homework and additional learning. |

The total expenditure is £16,060. This exceeds the allocated funding by £2,220.