

# St Winifred's Catholic Primary School

## COVID catch-up premium report

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### COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	393	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£31,440		

### Impact of lockdown on pupils in our school

#### Maths

Specific content has been missed during two academic years, leading to gaps in learning and stalled sequencing of journeys.

Recall of basic skills has suffered – children are not able to recall addition facts and times tables. as well as have forgotten once taught calculation strategies. Children have forgotten algorithms and calculation strategies causing loss of confidence. This is reflected in arithmetic assessments.

#### Writing

Children haven't missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and in many cases their stamina has decreased. Specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who 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. Development of vocabulary has been impacted across the school.

## **Reading**

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, some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has widened. The area needing greatest focus is comprehension and ensuring that children have a deeper understanding of what they are reading.

## **Foundation subjects**

There will be gaps in knowledge where children have missed the usual depth of teaching in some topics. Children have also missed out on the curriculum experiences e.g. educational visits and workshops in school as well as other enrichment activities.

We are ensuring that within our teaching in school and our online learning offer during lockdown children are provided with a full curriculum and a range of online trips and experiences.

## **Emotional and Wellbeing**

Children's experiences during lockdown have varied dramatically. We are aware of many of the adverse experiences but the impact of these may not be initially seen. Some children are displaying much greater anxiety and are more emotional than previously. Sharing games and turn taking has been very challenging for many children.

## **Engagement**

A number of our pupils had low engagement with their learning throughout lockdown due to complex family and home life issues and disadvantage. Whilst we provided everything we could to support these pupils, we are aware that they will need the most support on return to school.

## Planned expenditure for current academic year

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?	Staff lead	When will you review this?
<p>Introducing <b>The Nuffield Early Language Intervention</b> in Reception classes. This is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception</p> <ul style="list-style-type: none"> <li>It is targeted at children with relatively poor spoken language skills.</li> <li>Work on phonological awareness is introduced in the final ten weeks.</li> </ul>	<p>The intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>4 Teaching Assistants will be trained to develop children's language skills and ensure the programme is implemented well.</p>	<p>Fiona Cullen Inclusion Lead</p>	<p>This will be reviewed at the end of the programme in July. There will be ongoing assessments.</p>
Total budgeted cost:					£2,456

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?	Staff lead	When will you review this?
Language and Maths support in Key Stage 1 Focused Teaching Assistant support for individual pupils and groups.	Reduction in identified dips for pupils – enabling them to get back on track. Reducing gaps for disadvantaged pupils	Teaching Assistants are skilled in supporting pupils	Class teachers will identify pupils most in need through ongoing assessments and devise programmes to support needs. They will support Teaching Assistants in implementing these.	Teaching staff F Cullen	Continual assessment
Total budgeted cost:					£6,272
Language support in Key Stage 2 Focused HLTA support for individual pupils and groups.	Reduction in identified dips for pupils – enabling them to get back on track. Reducing gaps for disadvantaged pupils. Restored confidence	EEF advises: One to one and small group tuition Intervention programmes	Clear targets regularly monitored. Overseen by class teachers.	Teaching staff Fiona Cullen	Continual assessment as well as half termly
Total budgeted cost:					£9,263

<p>Targeted Maths Support for disadvantaged pupils in year 5 and 6 after school 1 hour each week</p> <p>HLTA &amp; DHT Booster classes 15 pupils</p>	<p>Reduction in identified dips for pupils – enabling them to get back on track. Reducing gaps for disadvantaged pupils and pupils who are not able to have support with homework</p>	<p>EEF advises:</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul>	<p>Regularly monitored by DHT Gaps continually reassessed – feedback from class teachers</p>	<p>S Campbell</p>	<p>Continual assessment as well as half termly</p>
Total budgeted cost:					£7,039
<p>Targeted 1-1 Maths support for 10 pupils in Year 5 through Third Space Online Learning for one term</p>	<p>Reduction in identified dips for pupils – enabling them to get back on track. Reducing gaps for disadvantaged pupils</p>	<p>EEF advises:</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> </ul> <p>This programme has been very successful in closing gaps for pupils in previous years</p>	<p>Regularly monitored by HLTA</p>		<p>Ongoing assessments central to programme</p>
Total budgeted cost:					£2,200

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?	Staff lead	When will you review this?
Targeted drawing and Talking support for identified pupils	Pupils supported in managing their anxiety to enable them to engage in their learning and feel happy and confident.	We have used this approach in school for a number of years and it has been very effective.	6 support staff are fully trained in leading this	F Cullen	At the end of each 12week programme
Total budgeted cost:					£2,210
Introduction of Restorative mentoring approach across the school	Pupils supported to manage their emotions and resolve issues with peers.		Two senior leaders and PHSE lead will take part in 6 a 6 week training programme. They will introduce and lead this initiative across the school. All staff will take part in two INSET sessions.	F Cullen M Carey C Falconer	July 2021 October 21 Termly
Total budgeted cost:					£2,000
Overall total					£31,440