

# St. Augustine's Catholic Primary School

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Chair of Governors: Joseph Zammit

*We try to follow Jesus by loving each other and caring for God's world.*



## COVID-19 catch-up premium report

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	*293 (at time of October Census)	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£23,440	Autumn 2020 payment:	£5,960

A total of **£80 per pupil** (for reception through to year 11), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- You'll get a total of £46.67 per pupil split across payments 1 and 2
- You'll get £33.33 per pupil for payment 3

Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this'll be your 4-15 pupil headcount from the October 2020 census.

## STRATEGY STATEMENT

### Catch Up Priorities:

- **Safety:** Ensure we take all reasonable steps to protect our staff and pupils from the potential of infection in our schools and educational activities
- **Well Being:** Support the careful reintegration of pupils with time to settle back into new routines and pastoral support in place if required.
- **Assessment:** Support pupils back to school embedding familiar routines and planning careful assessments to identify gaps and re-establish good progress.

High quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss. This assessment will also support the establishment of new habits and behavioural routines.

- **Teaching and Learning:** For all teachers to have a rich pedagogical understanding that leads to high quality learning in every classroom. Prioritising high-quality instruction in the classroom setting, using explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils. Effective remote teaching and learning will need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur.

[EEF: A Tiered Approach to 2020-21](#)

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Low phonic knowledge and decreased reading skills that will have an impact on writing attainment.
B	Support for disadvantaged children.
C	Quality of remote education provision.

### ADDITIONAL BARRIERS

#### External barriers:

D	Attendance for all children, especially those that are considered vulnerable.
E	Engagement with remote learning (if a bubble, phase or whole school is closed).
F	Access to digital devices and/or internet

## Planned expenditure for current academic year

Quality of teaching for all					
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>1. Assessment</p> <p>Cost covered through MAT</p>	<p>Pupils are supported back to school with familiar routines and carefully planned assessments to identify gaps and re-establish good progress.</p>	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Subject-specific assessments can be used 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>Standardised assessments in literacy or numeracy can be used to identify pupils who would benefit from additional catch-up support.</p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<ul style="list-style-type: none"> <li>From initial pupil assessment in the Autumn Term, set targets that are aspirational and achievable.</li> <li>Use NFER end of term assessments for Y1, Y3, Y4 &amp; Y5 for Reading and GPS.</li> <li>Use White Rose Maths end of term assessments for all year groups.</li> <li>KS1 to take part in NFER research project, using their assessment materials to help report on the impact of COVID-19 on KS1 progress.</li> <li>Reception teachers to become familiar with new Baseline Assessment that will come into effect in Autumn 2021.</li> <li>Monitor progress at the end of each term using Fisher Family Trust (FFT), to replace the data dashboard.</li> </ul>	<p>Head Teacher</p>	<p>January 2021 March 2021 May 2021</p>

<p>2. Teaching and Learning</p> <p>Online teacher training resources are free</p>	<p>For all teachers to have a rich pedagogical understanding that leads to high quality learning in every classroom.</p>	<p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>Ensuring the elements of effective teaching are present, e.g. clear explanations, scaffolding, practice and feedback.</p> <p><a href="#">EEF's Guide to supporting school planning – a tiered approach</a></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<ul style="list-style-type: none"> <li>• All subject leaders to revise their curriculum intent and implementation statements, working towards the new OFSTED framework.</li> <li>• All subject leaders to receive release time to effectively quality assure and monitor the teaching and learning of their subject area.</li> <li>• Staff to receive regular focussed teaching and learning CPD to help implement the new teaching and learning policy.</li> <li>• Teachers to be consulted on the new expectations of the government through the remote learning policy that is in effect from 22<sup>nd</sup> October to support children that are self-isolating due to COVID-19, or in the event of a local / national lockdown.</li> <li>• Teachers to plan weekly remote learning activities following the agreed remote learning policy.</li> </ul>	<p>Senior Leadership Team and Head Teacher</p>	<p>January 2021 March 2021 May 2021</p>
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<p>3. Reading</p> <p>Part of Phonics resources/training was already included in school budget agreed by governors. LA have supported school with funding.</p>	<p>Phonics teaching and learning has a consistent approach across the school to support progress in Reading.</p>	<p>Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p> <p><a href="#">EEF's Literacy KS1 guidance report</a></p>	<p><b>In EYFS, KS1 and LKS2:</b></p> <ul style="list-style-type: none"> <li>• Staff to receive Phonics Bug training on how to use the new online platform.</li> <li>• Children and families to have access to the Phonics Bug resources to support the reading.</li> <li>• School to purchase new reading scheme that matches the Phonics Bug curriculum.</li> <li>• English Leads will observe and monitor the delivery of phonics in lessons.</li> <li>• English leads will gather parent opinion at the end of the year to help evaluate the online home resources.</li> </ul> <p><b>In KS2:</b></p> <ul style="list-style-type: none"> <li>• Guided group reading materials to be shared to support teaching and learning.</li> </ul>	<p>English Lead and Head Teacher</p>	<p>January 2021 March 2021 May 2021</p>
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<p>4. Maths</p> <p>Part of Maths training was already included in school budget agreed by governors. Maths Hub have supported school with funding.</p>	<p>Maths teaching and learning is embedded with the Mastery Approach.</p>	<p>Professional development will be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.</p> <p>Developmental progressions will show how children typically learn mathematical concepts and can inform teaching.</p> <p>The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.</p> <p>Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</p> <p><a href="#">EEF's Improving Mathematics in KS1 &amp; Early Years</a></p> <p><a href="#">EEF's Improving Mathematics in KS2 &amp; KS3</a></p>	<p><b>Across all year groups:</b></p> <ul style="list-style-type: none"> <li>• Reception, KS1 &amp; LKS2 teacher to continue the next stage of MathsHub Maths Mastery training and develop an action plan to support the school.</li> <li>• LKS2 teacher to train as a Maths Mastery Specialist to support the teaching and learning of maths throughout the school.</li> </ul>	<p>Maths Hub Participants (EYFS, KS1 &amp; LKS2 teachers), Maths Lead and Head Teacher</p>	<p>January 2021 March 2021 May 2021</p>
Total budgeted cost:					£6,000

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>5. Additional 1-2-1 and/or small group teaching for most vulnerable</p> <p>Majority of funding to be used for intervention and tuition.</p>	<p>Children who were originally below expected standard – are making better than expected progress.</p>	<p>In order to support pupils who have fallen behind furthest, structured interventions, delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, e.g. behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<ul style="list-style-type: none"> <li>School staff and supply teacher to work with a group within each bubble to support in key areas identified by the teacher.</li> <li>Some sessions will be after school and some scheduled in the school day.</li> <li>In addition to this, TA's will work across the year groups and focus on pupil progress and catch up due to school closure. This will include Phonics Bug, pre-teaching key concepts and maths interventions.</li> <li>The school will consider accessing NTP through SP Tutors for KS2 support.</li> </ul>	<p>Inclusion Lead and Head Teacher</p>	<p>January 2021 March 2021 May 2021</p>
				Total budgeted cost:	£12,000



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?
<p>6. Well Being</p> <p>Some training included in Sports Partnership subscription.</p>	<p>Staff and pupils feel safe and secure being back in school.</p>	<p>Ensuring every teacher is supported and prepared is essential to achieving the best outcomes for pupils.</p> <p>Providing opportunities for professional development to support curriculum planning and focused training on the effective use of technology.</p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<ul style="list-style-type: none"> <li>• Build on all stake holder's resilience being within school and how we move on from Covid 19.</li> <li>• Parent Support Worker referrals for children who need more targeted support.</li> <li>• Norfolk Wellbeing Support Line.</li> <li>• PE Sports Partnership resources.</li> <li>• Designate Staff Well Being Lead</li> </ul>	<p>Head Teacher</p>	<p>January 2021 March 2021 May 2021</p>

<p>7. Remote Learning and access to technology</p> <p>Awaiting government support (5 laptops received Autumn 2020)</p>	<p>All pupils are able to access remote learning.</p>	<p>Pupils' access to technology is an important factor affecting the extent to which they can learn effectively at home.</p> <p>Lack of access to technology has been a barrier for many disadvantaged children.</p> <p>Technology may be valuable to facilitate access to online tuition or support.</p> <p>Providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p> <p><a href="#">EEF's Best evidence on supporting students to learn remotely</a></p>	<ul style="list-style-type: none"> <li>Keep in touch with families, e.g. class teacher support, Inclusion Coordinator, PSA and regular advertising in school communications.</li> </ul>	<p>Class Teachers, Inclusion Coordinator, Parent Support Advisor and Head Teacher</p>	<p>January 2021 March 2021 May 2021</p>
<p>Total budgeted cost:</p>					<p>£5,000</p>

#### ADDITIONAL INFORMATION

##### Sources of evidence:

- Pupil Asset / FFT assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Specialist guidance and support from outside agencies
- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)