



St Patrick's Catholic Primary School – COVID-19 Catch Up Premium Report

COVID-19 Catch-Up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	359	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£29,000		

STRATEGY STATEMENT

***“Faithfully following in the footsteps of Jesus,
we serve, love and learn together
inspiring each other to excellence.”***

At St Patrick's, our Mission Statement underpins all aspects of school life. As we 'inspire each other to excellence', we aim to ensure our children can excel in all aspects of their learning. We are committed to providing the highest quality education for all our children regardless of background or barriers to learning. We recognise that the impact of the pandemic will be far-reaching, affecting children and families in a range of ways. We are committed to supporting our children socially and emotionally as well as academically to enable them to move forward positively after the disruption they have faced in their education.

In June 2020, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. The funding is payable in three installments, the first of which, was received in October 2020. The second two payments will be in 2021.

Schools can decide how to use this money to best support their pupils. In determining our priorities and strategic planning, we have used a combination of information, including a range of evidence-based approaches to support catch-up, e.g. from the Education Endowment Foundation (EEF), to utilise the additional funding as effectively as possible.

Our school priorities for use of catch-up premium are:

To provide resources and materials that support 'catch up' and mental health of pupils, particularly those who have Special Educational Needs and/or are disadvantaged.

Additional teaching input by staff to support those children who have been identified as requiring catch up.

BARRIERS TO FUTURE ATTAINMENT

A	<p>School closures (Spring / Summer 2020 & Spring 2021) resulted in a significant proportion of our pupils being educated at home. Children of critical workers and vulnerable pupils were able to attend school and many who were eligible did so. Whilst provision for those at home during this time was strong and engagement was relatively high, remote learning cannot supporting children's social, emotional and academic development in the same way attending school can, due to a number of variables.</p> <p>In addition to school closures, some classes had further disruption as a result of bubble closures during the time school was open, and some pupils were absent a number of times as they needed to isolate. This added to the children making less progress in their learning during these times.</p>
B	<p>Children have had varying levels of adult support and access to ICT resources whilst working at home. This has had a significant impact on some children's levels of independence, stamina and engagement with learning, particularly for younger pupils. Some have become more reliant on adult assistance, having had high levels of support at home. For other children, the minimal support that was available has prevented them accessing key elements of learning.</p>
C	<p>Some pupils have had limited access to reading materials at home and had read far less than they would have done in school. Some parents were not necessarily confident with phonics and early reading strategies.</p>
D	<p>Children and families have had varying personal experiences throughout school closures which has impacted their mental health and resilience in different ways.</p>

Area of Need	Action	Cost / Resources	Monitoring	Timescale	Impact
EYFS – early language skills	Adaptation of Nuffield Early Language Intervention to meet the specific needs of the cohort	Release time for training and adaptation of the programme £500	Fortnightly review of programme and adaptations made as appropriate	Spring 2 & Summer term - 2021	Children demonstrated increased levels of confidence and participation in group discussions. Improvement in children's listening and concentration Exposure to a range of vocabulary
KS1 Phonics – Ensure Y2 children are well prepared for the Phonics Screening Check Autumn 2020 Y1 – June 2020	Booster group provision x 5 mornings a week for specific children who were not securing GPCs as quickly as their peers.	HLTA during morning sessions - £7,000	Half termly monitoring. Children accessed booster sessions as appropriate to their needs.	Autumn & Spring 2	December 2020 – 96% children passed the Phonics Screening June 2021 – Phonics Screening Check postponed until Dec 2021
Reading Fluency	Additional support for reading – Y2	TA to support reading progress in afternoon sessions - £10,000	Ongoing monitoring and evaluation of support. Children accessed reading support in line with their needs.	November 2020 – July 2021	73% of children in Year 2 were working at the Expected standard in July 2021 (in line with national figures from 2019)

Well-being and mental health through the curriculum	Whole school focus on PSHE – tailored to meet the needs of each cohort, particularly children with SEND and/or who are disadvantaged and had not attended school during closures.	Release time for PSHE and SEND leaders to conduct monitoring and support sessions, including the gathering of pupil voice £1,000	Increased focus on well-being during half termly Pupil Progress meetings and termly SEND review meetings.	September 2020-July 2021	School attendance was high (97%) indicating that support in place was effective. Staff voice (Pupil Progress meetings) indicated that children were responding well to PSHE lessons/ strategies in place bespoke to each class and specific individuals.
Well-being and behavioural support	TA support in Year 4 during afternoon sessions to combine work in class, in small groups and 1:1 situations, according to daily requirements.	TA to support vulnerable pupils during afternoon sessions - £10,000	Weekly monitoring by SENCo / class teacher. Provision was adapted on a daily basis as needed.	September 2020 – July 2021	Very small number of incidents with pupils at risk of exclusion (1 pupil was excluded).
Well-being and wider opportunities / transition	Ahead of joining Year 6, children in Year 5 went on a CSI Science Day at Christ the King High School.	£200 – Coach £1,000 – carry over to 2021-22 for provision of other enrichment visits	NA	July 2021	Staff and pupils spoke positively about their experience. Further visits to be planned for next academic year.

ADDITIONAL INFORMATION

The COVID-19 Catch-Up funding provided a starting point for funding the recovery process for our pupils. As stated above, the impact of COVID will be far reaching and, in some instances, unpredictable. We are committed to supporting every pupil to 'catch up' and recognise that this process will take time and strategic planning at every stage. Therefore, in addition to the actions outlined in this strategy, a focus on ensuring children have the opportunities they need, have been and will continue to be an integral part of our School Improvement Plan and Pupil Premium Strategy moving forward.