



St Mary's Catholic Primary School, Bognor Regis

COVID-19 catch-up premium report 2021/22

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	309	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£24,880		

STRATEGY STATEMENT

Our catch-up strategy is based on the gaps we have identified in children's learning since the end of lockdown in March 2021.

Our aims are:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Our priorities are:

- Identifying and plugging gaps in reading proficiency in key stage 1 and Year 3;
- A strategy to improve vocabulary acquisition and retention amongst children in Early Years and Year 1;
- Reinforcing learning of number and place value concepts of children in Years 1-6 using in person and remote learning.

The core approaches we are implementing to help pupils catch up missed learning include:

- Teachers identifying pupils for intervention by using *Expressive Writing* and reading and maths quizzes
- 1:1 and small group assessment of the PPG children identified by teachers using 'Sandwell' tests and Reading Recovery strategies
- 1:1 and small group work with children using NELI, Reading Recovery, First Class @ Number and Phonic Books

Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- › Internal assessment and reporting software
- › The EEF [families of schools database](#)
- › Staff, pupil and parent consultation
- › Attendance records
- › Recent school Ofsted report
- › Guidance from experts

BARRIERS TO FUTURE ATTAINMENT - Academic barriers:

A	Phonics Screening check results below national average
B	Reading results at KS2 (2019) below national average
C	Poor English vocabulary amongst EAL and deprived families

ADDITIONAL BARRIERS - External barriers:

D	Home learning environment as the area has above average overcrowding
E	Lower than school average attendance amongst PPG children
F	Higher than average school mobility. In September 2021 we lost 12 families, mainly to Eastern European countries, but gained 16 children from different schools locally, nationally and internationally.

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?
Move to FFT Aspire Assessment system and target setting	Teachers will be able to target individual children based on their past performance	Move to a 'flat' system of assessment enables the teachers to see the progress of a child over the long term (key stage) as well as choosing precise incremental targets.	Inset Day dedicated to training. Additional specific training for subject leaders	PE	July 2022
Purchase and use of <i>Expressive Writing</i> package in Summer 2021 (groups) and Autumn 2021 (whole classes)	Identify gaps Provide direct teaching to narrow gaps	Mary Myatt recommends the expressive writing programme for primary schools to help pupils make fast, effective progress. These are programmes that focus on direct instruction :	Trained class teachers to implement. Book looks to check progress	Trish Hogan-Hussein	December 2021
Total budgeted cost:					£1,411.72

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?
Improve reading skills amongst children in Y3 who did not pass the Phonics Reading check	Improved comprehension skills Fluent reading and improvement on AR ZPD	EEF evidence that 1:1 or small group work increases engagement and attainment	Trained teacher delivering 30 minute intervention Measure at baseline Measure impact at outcome	Jenny Lopez Peter Edgington	December 2021
Improve phonic knowledge, reading decoding and fluency amongst Y2 children	80% or greater pass of Phonics Screening Check by Y2 children. Children to have increased individual book band level by at least 6 levels	Synthetic Phonics approach has not been successful with these children. Reading Recovery research indicates that children unable to access synthetic phonics benefit from the Reading Recovery approach	Trained teacher delivering 30 minute intervention Measure at baseline Measure impact at outcome	Stephanie Thompson Peter Edgington	December 2021
Improve vocabulary skills amongst EYFS and Y1 children using NELI	Children are able to express themselves in whole sentences using correct prepositions and conjunctions	EEF Report: Staff in participating schools reported that the programme had a positive impact on children's language skills and confidence. They thought that the factors which contributed to this included the small-group format, the activities covered, and the focus on narrative and vocabulary work.	Training provided by Nuffield Trust for Eve Anderson, Juliet Thompson and Sue Burtenshaw – TAs with over 20 years' experience each.	Lisa Stevenson Peter Edgington	December 2021
Total budgeted cost:					£5,060

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?
Purchase and implement 'Boromi' library for Early Years	Improve vocabulary amongst EAL and EFL children in EYFS	Vocabulary measured in class and in Baseline Assessment was well below expectations.	Spearheaded by Early Years Leader Amanda Lauder.	AL	December 2021
Purchase and implement Tapestry system for Early Years	Enable more frequent communication between parent / carers and pupils	To provide ideas for play for parents and carers. 90% engagement according to the survey.	Introduced to parents at Six Weeks In meetings in October 2021		
				Total budgeted cost:	£2,007.60

Guiding principles for effective catch-up from Mary Myatt and Tom Sherrington

- It should be intense and time-limited:
- Work with your SENCO on this:
- It should focus on key knowledge and concepts:
- Target your teaching at filling pupils' specific gaps: Staff who deliver this catch-up should be well-trained:
- Make sure pupils experience success early on: Give pupils the opportunity to practice what they're learning and show that they understand
- Avoid adding to teacher workload:

When pupils finish catch-up, provide 'pre-teaching' and 'post-teaching'