



St Anne's School

COVID-19 Catch-Up Premium Spending

Summary Information					
Number of pupils	62	Catch-up premium per pupil	£80	Total catch-up funding	£4960
Strategy Statement					
<p>Children and young people across the county experienced unprecedented disruption to their education as a result of COVID-19. Schools have been allocated funding based on £80 per pupil from Reception to Year 6. As the catch-up premium has been designed to mitigate the effects of the disruption caused by COVID disruption. The grant will only be available for the 2020 – 2021 academic year. It will not be added to schools' baselines in calculating future funding allocations.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a (COVID-19) support guide for schools with evidence-based approaches to catch up for all pupils. Schools are expected to use this document to help them direct their additional funding in the most effective way.</p> <p>The EEF advises the following as best practice:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">• Support teaching• Pupil assessment feedback• Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">• One-to-one small group work• Intervention programs• Social and Emotional support where necessary					

Our overall aims for the funding are:

- To raise the attainment of all pupils to close the gap created by COVID-10 school closures
- To reduce the attainment gap between our disadvantaged pupils and their peers

BARRIERS TO FUTURE ATTAINMENT			
Academic Barriers			
A	Gaps in learning basic mathematical skills including multiplication, division and fractions	D	Mental health and well-being of key pupils
B	Gaps in reading fluency and phonic Knowledge	E	Engagement with remote learning
C	Fluency in writing		

Planned Expenditure for Current Academic Year 2020 - 2021

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>Maths We assessed all pupils in October 2020 to ascertain current gaps in knowledge and skills. A whole school focus on basic skills was incorporated into planning and teaching. Daily Maths meetings were timetabled across the school to revise, practice and consolidate key maths skills.</p>	<p>Pupils will have secured key number skills at an age-appropriate level.</p>	<p>Targeted support in key identified areas, working within attainment groups, is effective in gap filling. EEF research on within class attainment. Maths mastery research identifies that daily maths meetings covering key skills is effective.</p>	<p>Base line assessments and termly assessments will identify progress made.</p>	<p>Maths lead</p>	<p>At the end of each term</p>

<p>Reading A new phonic strategy ‘Little Wandle letters and sounds revised’ is to be introduced in September 2020. Resources including phonic cards and books linked to the scheme will be purchased.</p> <p>Additional levelled reading books that are appealing to older readers will be purchased to ensure less fluent readers in KS2 have access to the correct level of reading material.</p>	<p>Pupils in Reception and Year 1 will gain phonic knowledge and be able to read fully decodable books to apply their phonic knowledge.</p> <p>Pupils who are not fluent readers in KS2 will develop an interest in reading through age-appropriate and level books.</p>	<p>DFE guidance: choose a phonic teaching programme - April 2021. Teaching the foundations of literacy – July 2021.</p>	<p>Two members of staff appointed one to lead phonics and one to lead English. Little Wandle phonics Training for all members of staff to be completed.</p>	<p>Phonic lead English Lead</p>	<p>Termly</p>
<p>Writing Talk for Writing We assessed all pupils in October 2020 to ascertain current gaps in knowledge and skills. A whole school focus on basic skills was incorporated into planning and teaching. Discrete lessons focussed on missed objectives from previous year.</p>	<p>Pupils will have secured key number skills at an age-appropriate level.</p>	<p>Targeted support in key identified areas, working within attainment groups, is effective in gap filling. EEF research on within class attainment.</p>	<p>Base line assessments and termly assessments will identify progress made.</p>	<p>English Lead</p>	<p>Termly</p>
<p>Total Budget Cost</p>					<p>£1460</p>

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?
Phonic Interventions	Pupils will keep up with their peers as they progress through the phonic phases. Pupils will gain confidence in blending in their reading.	High-quality teaching for short periods of time, focused on key skills will be effective in improving overall outcomes. EEF small group support.	High quality training for staff. Monitoring sessions with feedback to improve teaching. Opportunities for staff to observe one and other.	Phonics lead Class teachers	Termly
Rapid Read intervention	Confidence in reading and rapid progress.		Ensure pupils read regularly by taking a register. Communicating with parents.	English lead	Termly
Lowest 20% daily reading	Close the reading fluency gap.		Reading logs monitored.	English lead Class teachers	Termly
Number sense intervention	Pupils will gain confidence in maths and this will support them to keep up with their peers.		Ensure the intervention takes place 2 to 3 times a week.	Maths lead	Termly
Same day intervention in Maths and English	Through formative assessment during every lesson teachers will identify pupils who need additional input to grasp the concept being taught.	This strategy ensures that pupils gaps and plugged and not widened.	Maths and English Subject leaders and SLT will monitor.	Maths and English Subject leaders	Termly
Support for year groups where COVID has had the most negative impact. Pupils who have missed a whole phase of education e.g. Year 3 and Year 5	Pupils make up the loss in their attainment and achieve in line with their age range.	Targeted support in key identified areas, working within attainment groups, is effective in gap filling. EEF research on within class attainment.	SLT monitoring.	Class teachers Subject leaders SLT	
Total Budget Cost					£2500

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?
Support pupils with mental health. <ul style="list-style-type: none"> ○ Plan mental health days to support pupils to understand the importance of taking care of mental health ○ Create safe places for pupils to take time out if needed ○ Support pupils to understand their emotions through Zones of Regulation Programme 	Pupils are able to focus in class and know who to talk to if they need help. Pupils gain a better understanding of their emotions and can use strategies they have learnt to manage their feelings. Pupils know who they can talk to and know where they can go if they need a safe place to regulate.	Happy children learn better. Children who feel safe are more likely to talk about their worries. Pupils who are finding life difficult will feel safer if they have a safe place to go when they are stressed.	Mental health lead and PSHE lead will deliver training to staff and oversee the nurture group. Senior teaching assistant will deliver nurture groups.	Mental health lead, SEND co, and PSHE lead	Termly
Support pupils and families to attend school every day.	Attendance improves especially for those who have missed school due to COVID illness.	Evidence shows that good attendance in school translates to better progress academically and socially.	Office administrative staff, EWO and senior leaders to work closely together with identified families, or families identified as being at risk of falling attendance.	SLT	Termly
Total Budget Cost				£ 1000	