

# The St. Bart's Academy Trust

## COVID-19 Catch-up Premium Report



<b>Academy:</b>	<b>St Saviour's CofE Academy</b>
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### COVID-19 Catch-up Premium Spending: Summary

Summary information			
Total number of pupils:	<b>175</b>	Amount of catch-up premium received per pupil:	<b>£80</b>
Total catch-up premium budget:	<b>£14000</b>		

Strategy Statement
<p>The well-being of the children and the re- establishing relationships with friends and teachers are the main priorities on the wider re-opening of school.</p> <p>Emotional and well-being support provided for children.</p> <p>Quality First Teaching has the greatest impact on improving outcomes for all pupils. High quality teaching including scaffolding, pre-teaching and meta-cognition strategies are key components of high quality teaching and learning for pupils. Effective, high quality feedback will be provided to learners allowing the pupils the opportunity to respond to the feedback to demonstrate the impact (high impact, very low cost +8 months)</p> <p>My Happy Mind materials will be available for pupils and parents to access from home including the Parent app to support and maintain families mental health and well-being.</p> <p>Discrete assessment of children are on their return in order to then plan the curriculum to meet their needs and address and gaps in learning to gain confidence.</p> <p>Using technology to engage all learners in school time and beyond.</p>

### Barriers To Learning

Barriers to future attainment	
Academic barriers:	
<b>A</b>	Fluency and stamina in reading, writing and maths/ Phonics knowledge
<b>B</b>	Access to technology to innovate and enhance teaching and learning
<b>C</b>	Mental health and wellbeing on return to school after prolonged absence

Additional Barriers	
<b>External barriers:</b>	
<b>D</b>	Support individual pupils and families to improve attendance
<b>E</b>	Emotional issues – changes in home circumstances, uncertainty of current situation

### Planned expenditure for current academic year

Teaching and whole-school strategies Desired Outcome	Action/Approach	Impact	Staff lead	Review
<p><u>Supporting quality first teaching:</u></p> <p>To deliver a modified curriculum offer during the Covid 19 restrictions and beyond.</p> <p>To develop systems, programmes and structures to deliver a relevant and stimulating curriculum offer and improve engagement</p> <p>To continue to work to raise standards in basic skills, RWM</p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Effective use of technology in the classroom (1:1 I-pads) to support learning, to engage and motivate children. Children will have access to quality learning resources when taking part in home learning, which will help to close the attainment gap.</p>	<p>Our QFT strategies include the planning of well-sequenced and manageable lessons coupled with effective pedagogical choices, effective and robust assessment for learning, differentiated learning, and strategies to support SEN pupils' learning in class.</p> <p>Additional time for subject leaders to research and plan subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>Professional development to support the effective use of technology in the classroom.</p> <p>Apple teacher training</p>	<p>Children identified via data and by class teachers who have regressed/ were not supported at home during the first lockdown</p> <p>Provision for children implemented</p> <p>Baseline data monitored through PPM</p> <p>Apple Essentials completed as SLT and shared with staff</p> <p>Training for leaders including networking with SBMAT</p> <p>Business Plan shared and agreed with the MAT Central Team</p> <p>Infrastructure audit</p> <p>Lease agreements signed by the central finance team</p>	<p>LD</p> <p>TM</p> <p>JS</p> <p>KW</p>	<p>Ongoing</p>

<p>Offering additional support and mentoring to early career teachers who may have had opportunities to develop their practice curbed by partial school closures.</p> <p>Teachers receive professional development to support the acquisition of vocabulary across all phases to ensure children have the appropriate vocabulary to access the curriculum.</p> <p>Increased fitness / gross motor skill development, for all children.</p>	<p>Release time for 1:1 mentoring by subject leads / peer observations</p> <p>Staff meeting time allocated to professional development for the teaching of vocabulary.</p> <p>Additional PE lessons and daily mile timetabled, plus active lunchtime activities planned to support a return to pre-covid fitness levels for all children.</p>	<p>Core subject catch up plans shared with all staff</p> <p>Remote Learning Plan agreed by COG and shared with Parents and added to the school website</p>		
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of</p> <p><u>Transition support</u></p> <p>Children who are joining St Saviour's C of E Academy from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Complete assessment of learning gaps analysis as a result of Covid-19 closure.</p> <p>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining St Saviour's C of E Academy.</p>	<p>Assessment plans now in place for all foundation subjects</p> <p>Ongoing review of provision; plans adapted</p> <p>Children happy to attend school and settle quickly into routines etc.</p>	<p>LD TM KW JS</p>	<p>Ongoing</p>

Targeted Support Desired Outcome	Action/Approach	Impact	Staff lead	Review
To continue to work to raise standards in basic skills, RWM	<p>Children identified by class teachers – these children to receive targeted intervention as per provision maps and reviewed each half term or sooner where appropriate.</p> <p>Ensure that formative assessment and data tracking processes are used to inform planning and raise standards in the basic skills</p> <p>Review of gaps in knowledge due to COVID19 and plans to address these areas that were covered during home learning so that teachers know where these gaps are and use this information for quality first teaching.</p>	<p>Children identified via data and by class teachers who have regressed/ were not supported at home during the first lockdown</p> <p>Provision for children recorded and put in place</p> <p>Provision reviewed with class teachers</p> <p>End of year targets set</p>	TM JS KW LD	Ongoing
Desired Outcome	Action/Approach	Impact	Staff lead	Review
<p><u>Access to technology</u></p> <p>To develop on-line learning for all pupils, building on the CV19 experience, through targeted CPD for teachers.</p> <p>Children can access additional devices so that they can access discrete teaching and independent online activities.</p>	<p>To maintain and improve the on-line learning technology offer for all children.</p> <p>To maintain regular contact with all pupils who are unable to attend school for their learning and actively promote engagement</p>	Provide the ability to continue effective education during any lock down periods due to COVID 19 implications	JS LD	Ongoing

<p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>The total costs of the project <b>£15658.34</b> will be funded as follows: -</p> <p><u>Catch up Funding</u> - The government has announced catch up funding which we will use to contribute to this project. The Academy is due to receive a total of <b>£14,000</b> in 20/21.</p> <p><u>Reserves</u> - The remaining investment <b>£1658.34</b> will be funded by reserves.</p> <p>Home-learning paper packs are printed and ready to distribute for any child who cannot access the online learning. Data sims ordered from vodafone ordered to help where online access is limited.</p>	<p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain homelearning.</p>	<p>JS LD</p>	<p>Ongoing</p>
<p><u>Mental Health and Wellbeing</u></p> <p>Children's mental health and wellbeing will be supported at home and in school.</p>	<p>Continued implementation of the MyHappyMind programme across the academy, including the parent app to use at home.</p> <p>Use of curriculum to promote wellbeing</p>	<p>Children applying strategies/ knowledge and using it to regulate own emotions. Pupil/ parent/ staff questionnaires Feedback from learners and parents</p>	<p>LD LMJ</p>	<p>Ongoing</p>

**Additional information**

All of the above will need to be reviewed following wider re-opening depending on any additional concerns that may begin to show up. This plan will need to be adapted depending on the needs of the children. The school is investing significant funding into ensuring that the children's education does not suffer however their emotional well-being must be the first priority so they are in a positive mindset to address any academic learning needs.

