

# St William of Perth

## COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	209 on role	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£16702 2020 – 2021 £2000 £1620 National Tuition payments  £20322	£80	

## STRATEGY STATEMENT

Overview of your catch-up premium strategy.

- Schools catch up priorities
  - closing gaps in core subjects reading, writing and maths in all year groups.
  - Early reading phonics reinforcement.
  - Reading skills development for targeted children.
  - Social and emotional support for all learners to improve well being.
- Core approaches we are implementing and how these will contribute to helping pupils catch up missed learning
  - Weekly after school catch up lessons on a Monday for targeted children led by class teachers. The focus of these lessons change termly. In Year R, 1 and 2 these lessons are focused on reading development. Termly approach focusing on core subject reinforcement.
  - Reading learning intervention the school subscribes to “reading eggs” learning app. This has been targeted towards disadvantaged and SEN children as well as others identified as needing support. The app develops coding skills and offers a wealth of engaging texts for the children to read and answer questions on.
  - ELSA – Emotional literacy support training for pastoral support teaching assistant to enable them to provide a coordinated program of support for identified pupils who may need social and emotional support to help their well being.
  - NCETM Mastering number professional development for EYFS, Yr. 1 and Yr. 2 teachers to help developing understanding of Early number skills.
  - Engagement on NPQLTD professional qualification for staff member to coordinate effective professional development across the skill to help upskill teachers on best practice.
  - National Tuition funding for 21 pupils – Teachers to undertake 15 lessons 1 hour lessons focusing on Maths and English.
- Overall aims of catch-up premium strategy
  - 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
  - To help improve confidence and resilience of learners
  - To help provide social and emotional support to children returning to school who may have been affected

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Low levels of attainment in writing across the school since returning from lockdown.
B	Social and emotional development of pupils. Particularly children's ability to engage appropriately in social situations. Year Rs early play skills.
C	Early reading skills - due to significant periods lost due to lockdowns and some cohorts not having a full year in education.

### ADDITIONAL BARRIERS

#### External barriers:

D	Variable Home learning engagement over lockdown
E	Social development particularly in early years – children's preparedness for school, missing key
F	Social and emotional well being of families.

## 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?
Emotional literacy support training for pastoral support teaching assistant to enable them to provide a coordinated program of support for identified pupils who may need social and emotional support to help their well being.	Successful implementation of an ELSA provision within the school. ELSA trained teaching assistant to provide coordinated program of support for pupils identified as needing social and emotional support.	Recognized and well established emotional support foundation. Recommended to schools by professional bodies. Endorsed by local authority	Blocked time for TA to engage on professional development. Communication with stake holders – letters insets. Investment in ELSA resources	D. Bradley T. Ward (SENCO)	July 2021
Engagement on NPQLTD professional qualification for staff member to coordinate effective professional development across the skill to help upskill teachers on best practice.	Develop staff expertise in leading teaching and learning across the school	DFE recommended professional development to develop staff expertise in schools.	Blocked time for DHT to engage with professional development. Inset time for DHT to disseminate information and work with staff members.	A. Kinslow (DHT)	July 2021

NCETM Mastering number professional development for EYFS, Yr. 1 and Yr. 2 teachers to help developing understanding of Early number skills.	Develop staff expertise in teaching early number in order to share best practice in order to develop teaching and learning in EYFS and KS1.	NCTEM – National Centre for teaching mathematics. Recognized nationally as key organization in the teaching of Math's. National project supporting pupils in Year R, 1 and 2 develop good number sense. Math's hubs developing working groups to share best practice. Funded by Maths hub programme.	Release time for Maths subject lead to attend training. Inset time for Maths lead to disseminate professional development to colleagues in KS1/ FS. Numeracy budget to help resource scheme.	L. Kelly (Maths Lead)	July 2021
Maths Tuition – Third space learning subscription for Year 6 students. School to have access to all the learning resources of this Maths service.	Staff have accessed to a range of Maths teaching resources designed to deliver high quality teaching and learning interventions. Aid teachers planning to deliver high quality lessons.	Third space learning is one of the NTP recognized tuition partners. Used third space learning in the past and this contributed to raising levels in Numeracy attainment.	Insets on how to access resources	L. Kelly (Maths Lead)	July 2021
Total budgeted cost:					£500 (ELSA Training) £2,750 (Maths Tution)
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?

Weekly after school catch up lessons on a Monday for targeted children led by class teachers. Termly focus alternating between Reading, Writing, Maths.	Close attainment gaps. Help more children achieve expected in Reading, writing and Maths. Help vulnerable and pupil premium children close gaps with peers.	Class teaching small focused groups will provide high adult to child ratios and allow for more focused support.	Data drops – pupil progress meetings Working with staff discussions	Class teachers	Termly to decide composition of the groups and learning focuses.
Reading eggs subscription for targeted pupils	Help SEN students and vulnerable students developing decoding skills. Provide opportunities for home learning. Use of ICT to motivate and engage reluctant learners	Online reading program. Parental feedback 91% of users endorse that the programme helped children progress in reading skills.		T. Ward (SENCO)	June 2021
Maths E- Tution for Year 6 students in order to close attainment gap with peers. (Pupil Premium and Vulnerable students	Close attainment gap in Maths. Increase rate of progress.	One to one or one to small group teaching to provide structure d support to help develop learner confidence as well as focused support.	Weekly review of sessions identifying progress against students. Data drops and assessment reviews.	J. Willis L. Kelly	End of term 3
National Tuition program for identified children. (21 allocated places). NTP training for in school tutors	Close attainment gap with peers. Increased confidence within class.	One to one or one to small group teaching to provide structure d support to help develop learner confidence as well as focused support.	Data drops Termly assessments Feedback from Tutors.	Staff trained tutors	Termly

Total budgeted cost:		£13,952 After school lessons £2000 NTP funding £1620 NTP funding Reading Eggs Subscription - £330
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