

# COVID-19 catch up premium strategy 2020-21

**Name of school: St Thomas Becket Catholic Primary School**

<b>Total number of pupils: 410</b>		<b>Total catch-up premium budget</b>		£32,800	
<b>Disadvantaged pupils (%)</b>	12.5	<b>Pupils with EHC plans (%)</b>		<b>Pupils on SEND support (%)</b>	9.5

## Strategy Statement

At St Thomas Becket Catholic Primary School we want our children to flourish and to gain every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

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

- Raise stamina in writing
- Increase early phonics understanding
- Develop comprehension in reading
- Increase confidence in core number skills

The core approaches we are implementing are:

- Investment in IT for pupils and families to use to support remote learning and reading comprehension/language development at home- Google classroom / Bug Club/ Big Maths
- 1-1 and small group tuition for those children who, despite quality first teaching, are still falling behind

The overall aims of our catch-up premium strategy are:

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

## Barriers to future learning and achievement

### Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

Literacy skills- in particular phonics, spelling and writing

Number gaps in maths

Readying the school for further home learning needs

Some pupils have limited space and facilities for home learning, including access to IT facilities

Ensuring all pupils can access online learning at home

Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1

Ensuring our SEND pupils are making social, emotional and academic progress following the lockdown period

Maintaining our high attendance % for all pupils is a priority

Wellbeing: Pupils adjusting to the new school routines and structures

Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

Ensuring parental engagement levels are maintained during the 'virtual meeting' era

Challenge of ensuring logistical challenges of new structures of school day (starts/ lunches / end of day) do not hamper high quality teaching and learning.

### How the school intends to use the catch-up premium

Actions	Outcome	Success Criteria	Cost
Engage with Tuition partner through National Tutoring programme	Tutors identified to work with small groups in Year 1,2,3 and 4- focus writing	Tutors working in collaboration with class teachers to deliver effective writing interventions.	£2000

		Measurable impact on targeted children's writing standards to ensure they achieve / return to at least expected	
Increased Quality First Teaching for children working below expected in maths	<p>Streaming of maths lessons allows more time for class teachers to provide maths interventions.</p> <p>Additional teaching support  2x mornings – Year 6  2x mornings – Year 5  2x mornings- Year 4  2x mornings- Year 3  (across academic year)</p>	Measurable impact on targeted children's maths standards to ensure they achieve / return to at least expected	£18,500
Additional TA support phonics	<p>HLTA and class TAs focussing on phonics support in infants (additional phonics sessions in Year 1&amp;2)</p> <p>(additional TA support to backfill across school)</p>		Proportion of cost of TA support £7800
Online resources (Bug club/ Big Maths etc)			£4500
		<b>Total Expenditure</b>	<b>£32,800</b>