



RCSAT COVID-19 catch-up premium spending summary: St. Oswald's Worleston CE Primary School

SUMMARY INFORMATION			
Total number of pupils:	96 (omitting Nursery)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7,680		

Covid-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our children and families. We also need to be mindful that many pupils have not been in school since March and the impact that this has had on both their education, emotional wellbeing and readiness to learn. The majority of our children engaged with our remote schooling provision during lockdown.

St. Oswald's Worleston CE Primary also provided lessons through paper packs where needed.

Our school utilised many online platforms including Google Classroom, Timestables Rockstars, Mathletics, Purple Mash, Oxford reading BBC Bitesize, Oak Academy to name but a few. It is important to acknowledge that many children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. Illness and anxieties about catching the virus is an on-going worry. Supporting families with this in September was naturally a key focus alongside ensuring all risk assessments and procedures were in place to mitigate the risk of Covid.

From March to June 1st, St. Oswald's Primary were open to key worker and vulnerable children only and for this period, 14 keyworkers accommodated in total. When, Reception, Year 1 and Year 6 pupils were invited back from 1st June, we additionally had the following attendance:

- YR: 6/9 pupils attended (67% of cohort)
- Y1: 6/12 pupils attended (50% of cohort)
- Y6: 6/13 pupils attended (46% of cohort)

The statistics for Reception, Year 1 and Year 6 show confidence on St. Oswald's CE Primary, these children are now our Year 1 /2 class and we are aware that the provision they experience contrasts significantly across each cohort with those who did not attend who have over a terms worth of learning to catch up on during these vital school years. We are also mindful of the change for those children who attended in small bubbles would be returning to large classes and those returning from remote learning may have experienced few opportunities to socialise throughout lockdown. Current years 3 - 6 only had remote learning provision during lockdown so there will be challenges in supporting these children to 'catch up' with missed learning.

USE OF CATCH-UP PREMIUM FUNDS

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Education Endowment Foundation's 'School Planning Guide 2020-21'

The EEF advises the following:

1. Teaching and whole school strategies
 - Supporting great teaching
 - Pupil assessment and feedback
 - Transition support
2. Targeted approaches
 - One to one and small group tuition
 - Intervention programmes
 - Extended school time
3. Wider strategies
 - Supporting parent and carers
 - Access to technology
 - Summer support

How will Catch-up Fund be communicated to parents and stakeholders?

- Website will share this document with all stakeholders.
- Newsletters will provide updates on a regular basis as will year group termly updates.
- Parent Council will be involved in various discussion points and report back updates to wider group.
- Governor monitoring through link governor plus Principal/ EHT Reports will ensure all governors are updated regularly.

IDENTIFIED IMPACT OF LOCKDOWN

Wellbeing, Mental Health & Social Skills	Children were unable to access the support of the wider school community and the support programmes and interventions therapies offered. Lockdown also impacted on our enrichment program which focuses on pupil physical and mental well-being. Lockdown has had an impact on children general wellbeing and social skills. This is likely to have significant impact for many years to come, unless we intervene at this early stage. We all know that children don't learn unless they feel safe and happy, which is why the children's wellbeing will be an ongoing priority for the children at St. Oswald's CE Primary School.
Maths	Certain content has been missed and due to Maths No Problem not being suitable for online learning we have moved to using White Rose Premium Resources daily maths lessons. The gaps in learning has meant things need to be recovered in school and the small steps sequence of mastery approach has undoubtedly been compromised. Children still have an appetite for Maths and lockdown has not affected their attitudes however they are quite simply 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and pre-teaching activities.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The spiral structure of IPEELL will ensure our children have the opportunity to revisit learning before moving on to new concepts. This will ensure that we address the gaps in the children's learning. As children have written less and without our focus on presentation, the standard of the children's handwriting has also declined.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Some children were keen to access online resources, whilst others were impacted by lack of motivation and resources. There is a real mixed picture across the school depending on the amount of reading the children did over lockdown.
Other Subject Areas	Whilst all curriculum areas continued to be taught via our weekly plans, we acknowledge that the depth of learning was not possible and both gaps in skills and knowledge have been identified. This means that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Planned Expenditure for 2020 to 2021

Whole School Strategies				
Action	Intended Outcome & Estimated Impact	Cost	Staff Lead	Impact
<p>Google Classrooms in place for all pupils in the school.</p>	<p>Pupils use Google Classrooms at home to access remote learning.</p>	<p>£3000 Grant accessed to help with set up and training for staff.</p>	<p>NB / AG</p>	
<p>Extra TA hours for targeted intervention Year 5 cohort seen as low in baseline assessments done on whole school reopening in September. This year group been highlighted as the low attaining cohort with high proportion of SEN. For the TA support to allow for targeted intervention in precision teaching, 1:1 Reading, Maths catch up and keep up interventions</p>	<p>Majority of cohort to make good or better progress and catch up with their peers.</p> <p>For gaps to be identified and closed with the targeted intervention.</p> <p>For small groups of children to receive cool connections and resilient classroom wellbeing sessions with JL</p>	<p>£4,200 for weekly extra TA hours spread out throughout the year. This amounts to 2 mornings per week for the year.</p>	<p>AG</p>	

<p>Curriculum Leads to support teachers to ensure the Reading, Writing and Maths are 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>Additional time for teachers to research and plan non-core subjects.</p> <p>Ensure use of new materials such as the 'Ready to Move On' Maths guidance published June 2020 to aid planning and assessment.</p> <p>Staff meetings and additional PPA as required.</p>	<p>£400 for supply cover as and when needed.</p>	<p>Maths – AG English – CD RWInc - CD</p>	
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Total Budget for Whole School Strategies = £7680

Breakdown:

£3000 – Google Classrooms

£400 – supply cover

£4,200 – Extra TA hours for targetted interventions and wellbeing and mental health sessions

ADDITIONAL INFORMATION

Me and My feelings questionnaire conducted. Autumn 2020 and Spring 2021