



COVID-19 Catch-up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

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|--------------------------------|---------|--|-----|
| Total number of pupils: | 194 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £15,520 | | |

STRATEGY STATEMENT

'Be the best you can be for yourself and for others'

St Mary's Roman Catholic Primary School is devoted to promote good progress and attainment for all pupils in our school regardless of their background and personal circumstances. We have high expectations of our pupils and we support them to develop lifelong skills and become citizens of tomorrow who are proud and ambitious individuals with deep understanding of British Values as well as strong roots and connections to the Catholic way of life.

"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)

Due to the Covid-19 pandemic Researches say that the attainment gap between disadvantaged pupils and their peers has extended significantly and possibly reversed the past 9 years of actions. With that in mind we endeavor to narrow and eventually diminish the attainment gap between disadvantaged pupils and their peers.

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The EEF trust suggest 3 tier system of support to support narrowing the attainment gap caused by a long term school closures as a result of Covid-19 pandemic:

| 1 Teaching | 2 Targeted academic support | 3 Wider strategies |
|---|---|---|
| <ul style="list-style-type: none">• High-quality teaching for all• Effective diagnostic assessment• Supporting remote learning• Focusing on professional development | <ul style="list-style-type: none">• High-quality one to one and small group tuition• Teaching Assistants and targeted support• Academic tutoring• Planning for pupils with Special Educational Needs and Disabilities (SEND) | <ul style="list-style-type: none">• Supporting pupils' social, emotional and behavioural needs• Planning carefully for adopting a Social and Emotional Learning curriculum• Communicating with and supporting parents• Supporting parents with pupils of different ages• Successful implementation in challenging times |

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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

- | | |
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| A | <ul style="list-style-type: none">• Lower results on entry to EYFS• Special educational needs• Social and emotional issues resulting in low confidence• Lack of engagement during lessons• Unsupported learning habits• Low level disruption behaviors• Poor behaviors for learning• Lack of perseverance and/ or resilience• Poor attitude to school• Lack of positive relationships between peers and peers and adults. |
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ADDITIONAL BARRIERS

External barriers:

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| B | <ul style="list-style-type: none">• Socio-economic disadvantage• Broken family structures• Poor health and diet• High medical needs• Low parental engagement or parenting skills• Trauma and ACIS• Safeguarding and welfare issues |
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Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
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| 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? |
| Baseline assessments to identify gaps in learning | Analysis will show that whole class gaps will narrow/close | Addressing the gaps through identified gaps helps better plan and effectively address attainment gaps. | Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made. Feedback used to make next steps explicit to children. | SLT | Spring Term 2021 |
| Recovery curriculum for Maths and English for each year group. PSHE as focus for recovery curriculum to address socio-emotional impact of missed learning. | National Curriculum Objectives are taught alongside a broad and ambitious curriculum. | Recovery curriculum carefully planned will effectively allow pupils to transition between Lockdown home-schooling and full time classroom environment. | Monitoring of planning Whole school CPD Partner planning Low stakes assessments to aid memory retention. | Class teachers | Autumn Term 2020 |
| Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc. | Teachers will develop greater understanding of learning processes and will be able to address cognitive gaps more effectively. | Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. | Measurement tool to show improvement in learning behaviour – metacognition checklist Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? | SLT | Autumn Term 2020 |

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| To support curriculum planning with effective use of technology | Develop expertise in use of technology to support learning in class as well as remote learning | According to EEF <i>'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.'</i> | 3 bespoke google classroom CPDs with Nick Tempelton | SLT ICT lead Class teachers | Spring Term 2021 |
|---|--|--|---|-----------------------------------|--------------------------------|
| Total budgeted cost: | | | | | £2520 |
| 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? |
| 1:1 same day interventions for closing the gaps and addressing misconceptions. | Assessment data will show improvement | 1:1 targeted interventions have highest impact to low level cost. | Assessment data evaluation Pupil Progress meetings Book scrutinies Lesson observations Intervention tracking sheets | Class teachers TAs SENCO | Termly at assessment data drop |
| Pre-teaching established to make curriculum access more equitable. | Children will be more confident in classroom when learning about new concepts. | 1:1 or small group targeted support improves academic performance and support developing love for learning as well as positive attitude to learning. | Assessment data evaluation Intervention tracking sheets Pupil Feedback | Class teachers TAs SENCO | Termly |
| Tutoring program under Teaching School within SJBC MAT for most affected pupils | Rapid interventions focused on closing the attainment gap. | Benefits of tutoring include: individualized learning, increases good study habits, and improves academic performance, retention and personal growth. | Support of SJBC MAT and teaching school. Monitoring Intervention tracking sheets Assessment of learning Assessment for learning | SJBC MAT SLT | Spring Term 2021 |

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| <p>First Quality Teaching– content determined by analysis of baseline assessments.</p> | <p>Pupils will progress in steady way due to teacher's effective lesson planning coupled with effective pedagogical choices as well as effective and robust assessment for learning.</p> | <p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p> | <p>Pupil Progress meetings Lesson observations Short term and medium term planning review</p> | <p>Class teachers SENCO SLT</p> | <p>Termly</p> |
| <p>Developing pastoral support network within the school and local school community</p> | <p>Pastoral support as an early intervention for pupils with wellbeing, attendance or engagement with learning issues.</p> | <p>Research into the Pastoral Care in schools suggest that '<i>Pastoral care in schools across the UK and further afield is proven to be critically linked to the academic and personal-social development of young people.</i>' NAPCE</p> | <p>Pastoral support plans to improve behaviors for learning and attitude to school work Pastoral meetings with parents and pupils Pupil's voice Parent's voice Boxall assessments</p> | <p>SLT SENCO Pastoral Officer</p> | <p>Spring Term 2020</p> |
| <p>Parents informed about their child's next steps and how to support at home.</p> | <p>Parents will develop clearer understanding of where their children have learning gaps and will be able to better support their educational goals.</p> | <p>Parental Involvement – Moderate impact, moderate cost</p> | <p>Parents Evening Consultations via phone/ emails Virtual learning workshops</p> | <p>Class teachers SLT</p> | <p>Termly</p> |
| Total budgeted cost: | | | | | <p>£10000</p> |

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| Wider Strategies | | | | | |
|---|--|--|--|-----------------------|----------------------------|
| 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? |
| Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health. | Children will have strategies to regulate their emotions and be in a better position to learn. | EEF moderate impact for moderate cost | Pupil voice Teacher feedback Learning walks | SLT Class teachers | Spring Term 2021 |
| Allowing children to build up their resilience and good learning behaviour | Children will develop strategies to retain positive attitudes to learning and further develop love for learning. | Evidence from the EEF on the advantages of metacognition in children - low cost for high impact | Lesson observations Pupil voice Book scrutinies Data analysis | SLT Class teachers | Spring Term 2021 |
| Developing ICT infrastructure in school | Support teachers and pupils with adequate and sustainable ICT | ICT helps teachers to interact with students. It helps them in preparation their teaching, provide feedback. | ICT budgeting costs through MAT Teacher voice | SLT | Autumn Term 2020 |
| Total budgeted cost: | | | | | £3000 |

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ADDITIONAL INFORMATION

St Mary's RC Primary School is a Voluntary Aided co-educational Primary School which is part of the St John the Baptist Multi Academy Trust. Our school is enriched by close links with St Mary and St Peter Primary School in Gorleston, our other Catholic schools within the MAT and our local and global communities.

Our community promotes high standards of teaching, learning and behaviour and we believe that a strong partnership is essential between school and each child's family to enable children to learn, grow and reach their full potential.

Our most recent family of schools database can be found here: <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/st-mary-s-roman-catholic-primary-school-nr33-0dg/#yourFamily>

Overall attendance: since 1st September 2020 to 17th November 2020- 97%

Recent Ofsted inspection grade: Good

Internal assessment software: Pupil Asset

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