

# St. Wilfrid's COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

## SUMMARY INFORMATION

|                                |         |                                                |     |
|--------------------------------|---------|------------------------------------------------|-----|
| Total number of pupils:        | 311     | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £24,880 |                                                |     |

## STRATEGY STATEMENT

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St. Wilfrid's catch-up priorities – To target the lowest 20% of pupils to close the gap and bring those pupils to expected levels of achievement.

The core approaches we are implementing and how these will contribute to helping pupils catch up missed learning.

1. Enhancing Quality First Teaching
  - Assessment for Learning Training
  - Metacognition
  - Feedback
2. Employment of an additional teacher to facilitate
  - Targeted support for Maths – current Year 4's and Year 6's
  - The Reading Fluency Programme, across Years 5 & 6
3. Third Space Learning – Computer based tutoring programme for maths.
4. Reading for Pleasure Project – Open University Research Led initiative
5. TISUK – Trauma Informed Schools UK to achieve a diploma trained member of staff
6. To ensure all pupils reach the end of yellow / start of blue level in RWI by the end of Year 1. This would ensure all pupils confidently reach at least Phonic screen pass levels.

The overall aims of your catch-up premium strategy,:

- To reduce the attainment gap between our lowest 20% pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Barriers to learning

Data sources to help identify barriers to attainment in your school:

- › Internal assessment and reporting software STAR Assessment, Teacher Formative Assessment

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

|   |                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------|
| A | Cognition & Learning - Reading Fluency which impacts upon Reading Comprehension                                   |
| B | Cognition & Learning – Difficulties with working memory & gaps in understanding of basic mathematical strategies. |
| C |                                                                                                                   |

## ADDITIONAL BARRIERS

### External barriers:

|   |                                                                                                          |
|---|----------------------------------------------------------------------------------------------------------|
| D | Lower than usual Behaviors for Learning; more passivity due to being out of school for extended periods. |
| E | Lack of face to face engagement with some pupils                                                         |
| F | Trauma as a result of experiences in Lockdown (defined by ACERS)                                         |

## 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?                   |
| <p>Enhancing Quality First Teaching</p> <ul style="list-style-type: none"> <li>- Assessment for Learning Training</li> <li>- Metacognition</li> <li>- Feedback</li> </ul> | <p>Pupils displaying improved behaviors for learning and engaging with metacognition strategies to reflect and improve upon their own individual performance.</p> | <p>Guidance from experts eg Andrea Mapplebeck Whole School training</p> <p>EEF Research</p> <p>Unlocking the evidence:<br/>Developing effective feedback in the Primary and Secondary classroom – Research ED</p> | <p>Initial AFL PDM whole school training Sept'2020.</p> <p>Session 2 Autumn 2 Follow up training by Andrea Mapplebeck.</p> <p>PDM Use of Reflective Learning Journals March 21</p> <p>Use of journal, reflections in Teams.</p> <p>Demonstration of strategies being used in Learning walks, discussions with pupils about their learning. Impact on literacy &amp; numeracy levels.</p> <p>Developing live in the moment feedback – working party group now sharing strategies in teams .</p> | <p>Louise Clements Assistant Head</p> | <p>Assessment Week 22<sup>nd</sup> March</p> |

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| <p><b>Reading for Pleasure Project</b></p>                                             | <p>Improved outcomes for pupils in Reading (fluency &amp; comprehension)<br/>Targeting vocabulary development.</p>    | <p>See <a href="http://www.open.ac.uk/research/impact/reading-pleasure-changing-professional-practice">http://www.open.ac.uk/research/impact/reading-pleasure-changing-professional-practice</a></p> <p>Research by The Open University's Centre for Research in Education and Educational Technology (CREET) has developed a successful approach, which is encouraging tens of thousands of primary school children to read for pleasure. The will to read influences the skill, so this work will be impact upon children's life chances.</p> | <p>Reading Strategy – overseen &amp; monitored by LMCK (English Hub Lead) &amp; KP INSET<br/>PDM<br/>Ongoing monitoring &amp; assessment of progress.<br/>RWI assessment<br/>Star Reading Assessment<br/>Pupil engagement &amp; enjoyment monitoring.</p> | <p><b>LMCK /KP</b></p>                  | <p>March / April 21</p>                                                                  |
| <p>Phonic Approach to Reading - Daily small group and targeted one to one sessions</p> | <p>To ensure all pupils reach end of Yellow RWI level by the end of Year 1.<br/>Targeting vocabulary development.</p> | <p>EEF Research<br/>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>Alex Quigley – Language development research.</p>                                                          | <p>Reading Strategy – overseen &amp; monitored by LMCK (English Hub Lead) &amp; KP INSET<br/>PDM<br/>Ongoing monitoring &amp; assessment of progress.<br/>RWI assessment<br/>Star Reading Assessment<br/>Pupil engagement &amp; enjoyment monitoring.</p> | <p><b>LMK – English Hub R Locke</b></p> | <p>6 weekly assessments which have continued throughout the year. See progress data.</p> |
|                                                                                        |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                           |                                         | <p>Total budgeted cost: £12,145.38</p>                                                   |
| <p>Targeted support</p>                                                                |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                           |                                         |                                                                                          |

| 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? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------|
| <p>Employment of an additional teacher to facilitate</p> <ul style="list-style-type: none"> <li>- Targeted support for Maths – current Year 4's and Year 6's</li> <li>- The Reading Fluency Programme, across Years 5 &amp; 6</li> </ul> | <p>Identified group of pupils to work on mathematical calculation and strategies in small focus group.<br/>Daily x 50 minute sessions</p> <p>Identified small group of pupils to work on comprehension strategies to improve fluency and understanding of language when reading and improve reading comprehension.</p> | <p><a href="#">Hempel-Jorgensen, Amelia</a>; <a href="#">Cremin, Teresa</a>; Harris, Diane and <a href="#">Chamberlain, Liz</a> (2018). Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'? <i>Literacy</i>, 52(2) pp. 86–94<br/>The most significant barrier to comprehension of written texts is that of reading fluency. David Didau</p> | <p>PDM for all staff, then small group modelled practice by KP.<br/>Observation and feedback with target group from KP.<br/>Use of Learning Reflection journals to analyse what is working well and identify issues to target with KP</p> <p>See Reading for Pleasure Reading Strategy.</p> | Kerry Pearson | March 21                   |
| Third Space Learning – Computer based tutoring programme for maths.                                                                                                                                                                      | Personalised computer based maths programme tailored to individual pupils needs. Targeting Y5 pupils<br>Group of 5 pupils.                                                                                                                                                                                             | Part of the Govt run National tutoring programme.                                                                                                                                                                                                                                                                                                                                              | Initial information session, then training for lead teacher.<br>Monitoring and ongoing formative assessment of target pupils.                                                                                                                                                               | L. Clements   | April '21                  |
| Total budgeted cost:                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                             |               | £11,393.62                 |

| Other approaches                       |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                   |            |                                       |
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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?            |
| TISUK<br>Trauma Informed<br>Schools UK | The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered children who can participate and contribute to school life. | Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.<br><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning</a> | Careful assessment and tracking of target pupils through -<br>Boxhall profiling<br>SCERTS – Emotional Regulation strand.<br>Strengths & difficulties questionnaire<br>Following the structure of the Diploma course.<br>Solution Focused scaling. | MW/FC      | Half termly profiling<br>Pupil survey |
|                                        |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                   |            |                                       |
| Total budgeted cost:                   |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                   |            | £1,341                                |

#### ADDITIONAL INFORMATION