



**Coronavirus (COVID-19) Catch-up
Premium Spending Report for
St George's Church of England (VC)
School 2020/21**



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Rationale

Schools are required to publish a report on how they will spend and assess the impact of the Coronavirus (COVID-19) catch-up premium on their website.

The expectation is that the report demonstrates how the school plans for and uses catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents and is based around information in the [EEF COVID-19 Support Guide for Schools](#) report.

Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders. For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

Strategies in this guide are grouped into three categories:

i. **Teaching and whole-school strategies**

Supporting great teaching Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life

Pupil assessment and feedback Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

ii. **Targeted support**

Extended school time we are extending the length of the school day for some pupils to provide additional academic support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.



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iii. Wider strategies

Supporting parents and carers Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Access to technology Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.

To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback. In addition, providing support and guidance on how to use technology effectively is essential.



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Continued Professional Development (CPD) Online courses attended by staff to support our Recovery Curriculum Plan

Event Title	Date Attended	Who Attended
EYFS Framework Reforms – Developing Reading	6 Jan 2021	Lisa West
Maths Subject Lead Meeting	21 Jan 2021	James Shield
English Subject Lead Meeting	25 Jan 2021	Emma Gower
EYFS Update – Curriculum Progression	27 Jan 2021	Lisa West
EYFS Framework Reforms, Teaching PE	28 Jan 2021	Lisa West
ELSA (5 day course)	10/2, 10/3, 21/4, 19/5, 23/6	Rachel Cunningham
Primary PE Conference	25 Feb 2021	Tracey Burton
Strategic Online Safeguarding	Jan 2021	Lisa West
Interim Designated Safeguarding Lead Refresher	Jan 2021	Elizabeth Rye
RE Subject Leaders Meeting	25 Feb 2021	Natasha Brownfield
Maximising PP & understanding Ofsted accountability	25 Feb 2021	Matt Jones
Supporting Pupil Wellbeing & Mental Health	26 Feb 2021	Kathy Foreman
Building Vocabulary of KS1 Writer	1 March 2021	Leila Demirelli
Safeguarding & Child Protection Strategies to support vulnerable & disadvantaged pupils after remote education	8 March 2021	Rachel Cunningham
Primary PHSE – a deep dive into curriculum intent	29 March 2021	Natasha Brownfield
Primary PHSE – A deep dive into curriculum implementation		
Primary PHSE – A deep dive into curriculum impact		
Maths Anxiety – Building resilience & confidence to improve learner outcomes	March 2021	James Shield



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Multiplication Tables check – statutory requirements & practical approaches	March 2021	James Shield
Improving Times Table Fluency	March 2021	James Shield
Using Cognitive Load Theory to teach & improve numeracy	March 2021	James Shield
EYFS Network Meeting – Supporting Children’s Wellbeing	24 March 2021	Lisa West
Kent EY Conference – Home Alone	25 March 2021	Lisa West

*TEP (The Education People)



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Coronavirus (COVID-19) Catch-up Premium Spending Report for St George's Church of England (VC) School 2020/21 Summary Information

Number of eligible pupils	210	Amount of catch-up premium	£16,800
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School catch-up priorities

Reading

Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target		
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
R	69	0	1	60	0	1	69	7
1	70	10	2	67	13	2	83	13
2	77	20	3	80	17	3	87	20
3	73	13	4	67	13	4	73	17
4	70	20	5	76	21	5	83	23
5	93	17	6	83	17	6	93	23

Writing

Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target		
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
R	69	0	1	57	7	1	69	7
1	64	10	2	53	0	2	80	10
2	67	17	3	73	0	3	87	17
3	67	10	4	70	10	4	70	13
4	57	7	5	66	7	5	66	7
5	80	10	6	77	13	6	83	20

The rows show data for the same children not the same year group





Maths

Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target		
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
R	86	0	1	86	0	R	86	10
1	83	10	2	60	10	1	70	10
2	77	20	3	77	13	2	86	13
3	67	13	4	73	7	3	87	20
4	73	23	5	70	13	4	70	13
5	83	27	6	69	14	5	79	28
				70	17	6	87	23

The intention is that year groups will "recover" ie will be in the same position they were before the pandemic [this may not be realistic in some cases]

Priorities:

1. Maths attainment is significantly lower than reading across the school and lower than writing
2. Some pupils have larger gaps than their peers across the school.
3. Not all pupils have effective learning strategies and behaviours to support catch-up.

Purpose of spend

The catch-up grant will be used for additional IT provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

What children need

[For all children]

- Supporting great teaching.
- Focus on raising achievement in maths and writing in line with reading
- Supporting parents and carers.

[For some children]

- Additional support and focus on writing and maths.
- Additional pastoral support.



Plan

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
Supporting great teaching		
Enhancement of IT equipment to support all children Purchase of 32 i-pads and storage	Every key worker/vulnerable child in school has access to own i-pad, laptop	£12,527
CPD investment for staff with focus on English and Maths subject leaders, phonics and reading	Progress will be tracked against targets set in RWM for each year group as outlined above	£ 800
Teaching Assistant CPD on effective use of IT to support learners	All staff able to use IT equipment in school effectively to support pupils (include interactive boards, i-pads, laptops)	n/a In house training
Focus on getting writing and maths back on track		
Use of subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Identify key areas to prioritise English and Maths teaching in term 5 and 6	£2000
Delivery of regular sessions maintained over a sustained period and carefully timetabled to enable consistent deliver to support identified learners working just below EXS	Progress will be tracked for identified pupils	n/a teachers delivering support sessions in term 3 & 5
Supporting parents and carers		
Providing additional educational resources to families, with support and guidance - offering advice about effective strategies for learning with children	Progress will be tracked against targets set for each year group as outlined above.	



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Additional pastoral support		
Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour.	Progress will be tracked against all targets set for each year group as outlined above	£1500

Appendix

Priority	How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Teaching and whole-school strategies		
Supporting great teaching	<p>Provide support for teachers to effectively use new technology</p> <p>Provide professional development, to support curriculum planning for a prioritised curriculum</p> <p>Provide focused training on blended learning through term 5 and 6</p>	<p>Progress will be tracked against all targets set for each year group as outlined previously</p> <p>SLT observations and book looks for progress and attainment.</p>
Pupil assessment and feedback	<p>Pay for staff time to enable teachers to assess pupils' wellbeing and learning needs.</p> <p>Pay for subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Pay for standardised assessments in literacy or numeracy to identify pupils who would benefit from additional catch-up support.</p> <p>Provide teachers with support to give high-quality feedback, building on accurate assessment.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p>



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Targeted Support

<p>Extended school time for small group intervention</p>	<p>This is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback in small groups. Staff an increase in the length of the school day to provide additional academic support to particular pupils after school, improving learning and confidence</p>	<p>Progress will be tracked against all targets set for each identified child.</p>
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Wider Strategies

<p>Supporting parents and carers</p>	<p>Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school. Personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation. Reinforce simple, encouraging messages around sustainable home learning, routines and learning tips. As well as celebrating successes with parents.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p>
<p>Access to technology</p>	<p>Provide access to technology, by providing pupils with devices or improving the facilities available in school. Provide support and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p>