



St Austin's Catch Premium Report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	404	Amount of catch-up premium received per pupil: £80	
Total catch-up premium budget:	£32, 400	Review dates February 2021.	(£8000 this term)
Proportion of disadvantaged	39 / 404 (10%)		

STRATEGY STATEMENT

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- ❖ Our percentage of disadvantaged children across the school is 10 % which is relatively low compared to local figures- 39 children in total, 11 in KS1 and 28 in KS2.
- ❖ The engagement in home learning during the lockdown varied across the school and also within year groups or classes.
- ❖ Attendance this term has been 97%+ on average. (Reception and Year 2 have had a 2 week isolation)
- ❖ In September we had a 2 week block focusing on mental health and emotional wellbeing following substantial time away from school, routines and friends.
- ❖ Learning missed, lost or misunderstood.
Having allowed the children time to settle back into school we completed both formal and summative baseline assessments to inform us where the gaps are in the children's knowledge and understanding. These informed class action plans to identify children or groups of children then shared with SLT and the SENCO to complete a provision map and plan interventions and support required across the school.
- ❖ Following data analysis and book monitoring, we have found that maths seems to be an area that requires focus and support.

Catch up priorities

- Sustained professional development – School Development Plan
- Maths interventions for children (see maths action plan)
- The catch up premium will be targeted to provide necessary CPD for teachers and LSOs.
- Reading resources to support lost learning (See English Action Plan)
- Social, emotional and behavior (See SENCO Action Plan
- Support for PSHE, SEMH (Seedlings, Camhs)

Attendance – preparing for remote teaching and learning in the event of bubble closures.

- **Becoming1stClass@Number** - for children in Year 1 who have not yet achieved the Early Learning Goal for Number.
- **1stClass@Number 1** - for children in Year 2 who need further support with the Year 1 mathematics curriculum.
- **1stClass@Number 2** - for children in Years 3 and 4 who need further support with the Year 2 mathematics curriculum.
- **Success@Arithmetic:Number Sense** - for pupils in Year 3-5 who need support to understand the number system and develop fluency with number facts.

These will provide targeted intervention at all levels across the school.

Some children have had limited access to reading material through the lockdown and this has impacted fluency thus comprehension.

Following parental evenings there has been increased concern over social and emotional support for our children. (PSHE impact)

Include a brief overview of your catch-up premium strategy. For example:

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT		
Academic barriers: (issues addressed in school such as low levels of literacy/maths)		
	Barrier	Desired Outcome
A	Social and emotional wellbeing Ability of staff to recognize and support children's social and emotional wellbeing- those who have been adversely affected by Covid-19.	Staff are informed and have greater clarity regarding supporting children with mental health needs. This will be integral to PSHE but also focus when required by individuals, classes or cohorts.
B	Missed lost or forgotten learning. Children will return to school with varied home learning experiences.	Pupils make accelerated progress in key areas which are targeted by class teachers and LSOs from their starting point in autumn term 2020'
C	Limited access to reading materials or basic skills practice for 13 school weeks plus summer holidays.	Reading skills are much improved and accelerated progress in reading to be demonstrated termly through formal assessments.
D	Effective remote curriculum provision and implementation, including children's access to technology.	A strong remote offer is in place with staff confident to deliver their curriculum from home in the event of a closure or individuals isolating.

ADDITIONAL BARRIERS		
External barriers: (issues which require action outside school such as home learning environment and low attendance)		
	Barrier	Desired Outcome

	Home learning limitations. Previously the school website was used to engage the children. Effective remote curriculum provision and implementation, including children's access to technology	A stronger remote learning policy to be in place in the event of remote teaching being required or individuals self-isolating. Purple Mash (KS1) and Google Classrooms KS2 training will be completed and effectively used/ evaluated upon class closures.
E	Access to devices to ensure remote learning – some children do not have access to devices from home to access learning platforms.	A number of devices would be available for the children to take home when required to access remote learning materials.
F		

Planned expenditure for current academic year

Quality of teaching for all					
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?
On going CPD so teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.	All staff able to deliver quality teaching and address the gaps in children's knowledge through reinforcement and challenge in all lessons.	EEF guide stipulates great teaching is the most important lever school have to improve outcomes for children. Continuing support for staff CPD will enable a rich and balanced well planned curriculum.	CPD will be sustained, revisited and developed over the academic year. It is school priority (SDP)	SLT	Following all inset / CPD completion.

<p>LSO CPD Maths interventions to 1st Class@ number Success@arithmetic</p> <p>Assessing where the gaps are and supporting through interventions.</p>	<p>Children in Year 2 would have quality interventions to support the understanding of Y1 curriculum. 1stClass@Number 2 - for children in Years 3 and 4 who need further support with the Year 2 mathematics curriculum.</p>	<p>Assessment data / monitoring of books across the school.</p>	<p>A teacher works alongside the LSO to plan the sessions prior to delivery.</p>	<p>J. Doyle</p>	<p>Continual evaluation and review with LSO, class teacher and pupil voice.</p>
<p>Developing children's language capability through reading. Additional reading resources to implement whole class reading across the school. Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.</p>	<p>Children's progress in reading to improve through accessing high quality texts.</p> <p>These include:</p> <ul style="list-style-type: none"> • prediction; • questioning; • clarifying; • summarising; • inference; and • activating prior knowledge. 	<p>EEF evidence</p>	<p>KS1 & KS2 subject lead to monitor and evaluate throughout Support should then be gradually reduced as pupils take increasing responsibility. Texts should be carefully selected to support the teaching of these strategies..</p>	<p>A. Kelly D. Hints</p>	<p>March 2021</p>
<p>All staff to receive ongoing CPD by PSHE lead</p> <p>Mental Health Awareness Week-Kindness celebrated across the school.</p>	<p>pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work.</p>	<p>When delivered well, PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.</p>	<p>Designated PSHE lead will monitor the teaching and learning of the new curriculum , liaising with new mental health champion and SENCO and link governor.</p>	<p>S. Craven C. Sullivan – Mental Health</p>	

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?
<p>To promote the mental health, emotional and wellbeing of all children, and their families/carers in St. Austin's.</p> <p>Seedlings 1-1 or group therapy.</p>	<p>Qualified therapists provide a range of support that is age-appropriate support, tailored to each child</p> <ul style="list-style-type: none"> • Talking therapies • Arts therapies • Support and advice for families • Providing education and resources to help staff deal with difficult emotional issues 	<p>Seedlings is well established primary school therapeutic support supports our city's children to come to terms with difficult feelings, feel empowered and find new ways to express themselves.</p>	<p>The qualified therapists provide a range of support that is age-appropriate and tailored to what each child needs.</p>	<p>S. Hughes</p>	<p>Throughout the intended programmes.</p>
<p>A Quiet Place intervention designed to support pupils with social , emotional and mental health needs.</p>					
Total budgeted cost:					£8000
Other approaches					

ADDITIONAL INFORMATION

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| <ul style="list-style-type: none">• Target Tracker Autumn data• Monitoring cycle proformas• Class action plans• School Improvement Liverpool support through the curriculum and maths• School Improvement Partner (SIP) | <ul style="list-style-type: none">• Discussions with staff• LSO monitoring forms• Parent evenings• INSET and CPD |
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