St. Luke’s COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

| summary information | | | |
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| Total number of pupils: | 440 on roll | Amount of catch-up premium received per pupil: | **£80 per pupil for the 20/21 academic year**: £46.67 for the Autumn and Spring terms and then £33.33 for the Summer term 2021 |
| Total catch-up premium budget: | £31,120 | | |

| strategy statement |
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| At St. Luke’s School our **Catch-Up Premium Strategy** is rooted in our curriculum drivers of ‘Raising Aspirations’ and ‘Managing change through building resilience’.  Despite that fact that the Statutory Assessments for Year 6 have been cancelled for this year, we want to make sure that our children are supported in addressing the gaps that have emerged in their learning resulting from extended periods of school closure during the first lock down, disruption from self-isolation periods in Autumn 2 and then a second national lockdown in Spring 1. We have decided to target support for children in Upper Key Stage 2, with a focus on literacy but also mathematics, to increase their readiness for the next stage of their education. In prioritizing this resource for Upper Key Stage 2, it has enabled us to redeploy resources elsewhere in the school too, to ensure that particularly vulnerable cohorts also benefit from a higher level of targeted support. We have specifically chosen approaches highlighted by the Education Endowment fund as capable of delivering considerable progress in a short amount of time, recognizing that the target children will not be with us at St. Luke’s for that much longer so we need impact for them quickly.  Perhaps not surprisingly, our data gathered at the end of Autumn 1 clearly demonstrates that the impact of Covid-19 is that cohorts are between 1 and 2 terms behind where we would hope they would be in their learning in the core subjects, but with the impact most clearly seen for the Pupil Premium children who are a lot more vulnerable in their attainment currently than their peers.  Analysis clearly highlights outcomes where an expectation of engagement in the Remote Learning has been set from home in stark contrast to outcomes where perhaps the same expectations, access or aspirations have not been had of children.  Anticipating this issue, we put an early application in to Teach First, who we have worked with in a different capacity, to ask for an Academic Mentor, specializing in literacy. We chose this approach, having worked with Teach First before and knowing how ambitious they are as an organization, and how astute their recruitment processes are.  We have been lucky enough to have an Academic Mentor working with us, initially in Year 6, but later on in the year in Year 5, since the start of Autumn 2.  In summary, our overall aims for our Catch-Up Premium Strategy are:   * **To raise the attainment of all pupils in Years 5 and 6, particularly in writing.** * **To reduce the attainment gap between your disadvantaged pupils and their peers.** |

Barriers to learning

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| barriers to future attainment | |
| Academic barriers: | |
| A | Low levels of literacy for some members of our community is an ongoing concern for us. This is most noticeable in the language and communication aspects of learning early on, and the fact that many of our children come from backgrounds where there is not a good model of spoken Standard English for families where English is the first language. Our experience is that this can then impact negatively on children’s outcomes in writing. With extended periods of time at home we anticipated that our children may need additional support in re-establishing their command of formal standard English in their speech and then also in their writing. |
| B | The school has far higher than average numbers of children eligible for Pupil Premium. This was a significant issue during lock down as it was often these families who struggled to engage with the Remote Learning for a host of different reasons including lack of access to devices, lack of an adult at home to support the learning, lack of a quiet space for the learning etc. Families eligible for Pupil Premium suffered considerably during lockdown with issues associated with income, housing and feeding families at home full time. As a consequence, learning was understandably not always at the top of the worry list but anxiety and worry also prevented the children from being allowed to attend school if places were available. |
| C | High levels of mobility can be a challenge for us at St. Luke’s. We tend to experience significant numbers of families moving off from the Island as the families grow and the children get older. These families are often ambitious families who are seeking the grammar schools. As families move away, families new to the borough and often new to the country then take their places.  Whilst having people join our school is enriching in many ways, it can mean that decisions regarding the deployment of resources are regularly being refreshed. Teachers are also having to regularly adjust planning and to assess new arrivals. New children joining classes can also impact upon the dynamic of the class and pupil relationships. If the higher attainers are regularly moving on, maintaining the higher expectations in a class can be challenging. And all of this ‘change’ can challenge the pace of learning.  We have found that one result of the Covid-19 pandemic coupled with Brexit, is an increase in pupil mobility. |

Planned expenditure for current academic year

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| 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? |
| Appointment of an Academic Mentor to support in classes, alongside the class teaching teams thereby enabling children to benefit from an increased amount of support and feedback during their learning. | In year tracking data demonstrates that by the end of the year:  75% children achieve the expected outcomes in Reading.  71% children achieve the expected outcomes in Writing.  83% children achieve the expected outcome in mathematics.  71% achieve expected combined outcomes in R, W and M. | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/  Feedback studies tend to show very high effects on learning. A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months’ progress are achievable, which is more consistent with other feedback research. | Through close monitoring and partnership working.  In each year group we have two class teachers.  The school is organized so that the teachers have their Planning, Preparation and Assessment time together.  This means that they can work closely together, and with the Academic Mentor, to regularly review the engagement and progress of children in the core subjects, and plan for whom the Academic Mentor should work with on a weekly basis.  Reviews will identify the exact objectives the children have not yet mastered.  As children catch up as we move through the year, the work will be over seen by the Phase Leader, and he will ensure that as capacity becomes available, the same approach is taken to target learners in Year 5, with a view to enabling them to be better prepared for when they start in Year 6 in September. | Cristina King, Head of School, line manages the Academic Mentor.  The Phase Leader, Richard Griffiths, has oversight of the progress children are making to influence extending capacity into Year 5. | We will keep the impact of this under review through the termly Pupil progress meetings and subsequent reporting to governors. |
| Total budgeted cost: | | | | | £31,120 |
| 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? |
| Academic mentor provides direct tuition to target learners, prioritizing learners who are eligible for pupil premium and who are not achieving in line with expectations for their age, across the core subjects as needed but with a particular focus on Writing. | The intended outcomes for the last section are achieved.  Additionally, the average attainment for the Pupil Premium children is within 15% of the average attainment for all children. | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>  One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.  Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.  Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.  **Our Academic Mentor is both in class and then providing the tuition to aim to link the support to the issues in class.**  Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average.  **Our Academic Mentor has benefited from specific training before taking up the roll and line management throughout the year also provides further CPD where required.** | As above.  Following each weekly review of children’s progress and formal assessment points, the teachers will refresh the objectives that the children need to master in order to catch up. These objectives will provide the focus for the Academic Mentor’s targeted support.  When children’s work is being monitored during PPA time, the teachers and Academic Mentor will search for evidence of the objectives being met to determine what the next focus needs to be and when support can be diverted to a greater need because a child has caught up. | Cristina King, Head of School | We will keep the impact of this under review through the termly Pupil progress meetings and subsequent reporting to governors. |
| Total budgeted cost: | | | | | As above |

| additional information |
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| As seen here, the expenditure of our Covid-19 Catch Up Premium is being prioritised for Upper KS2 children.  As detailed above, this is with the aim of ensuring that we maximise the opportunity of this funding to make sure that our children are prepared for the next phase of their education.  It is worthy of note that this does not mean that there is no provision for the children in Years R - 4. Prioritising this expenditure for the children in Years 5 and 6 then allows for the targeting of other resources in the school for the needs of the younger children. Examples of support for children in Reception, KS1 and lower KS2 are:   * Experienced team working in Reception with direct teaching by the Assistant Headteacher for the development of Early Reading and Phase Leader for EYs and Year 1. * Additional Speech and Language support. * HLTA support for KS1 targeting the rapid acquisition of phonics for children in both ear groups to reach the required standard. * HLTA support targeted at Year 3 to facilitate the year group to be taught in 3 smaller groups, all day, every day. * Dedicated teaching assistant support for every year group to enable the delivery of a comprehensive timetable of targeted support interventions. |