

Moordown St John's CE Primary COVID-19 Catch-up Premium Report 20/21

Total Amount Catch-up Received 20/21	£33,600
Expenditure 20/21	
Resources - £4,311	
Specialist Support - £1,800	
Additional Teaching Staff - £34,129	
Total Spent	£40,240
Amount taken from existing Budget	£6,640

Rationale

A recent review conducted by the Education Endowment Fund (EEF) suggested that sustained support is needed in schools to support children to catch-up emotionally and academically as a result of extended school closure due to COVID-19. Even though the Catch-up Premium is designed to enable all pupils to make up from lost teaching time, there is a recognition at MSJ that Disadvantaged pupils may have suffered more significantly during the lockdown. At MSJ, we are committed to utilising the Catch-up Premium to mitigate the effects caused by the disruption of COVID and school closure.

Intent

At MSJ, it is our aim to overcome both the academic and non-academic barriers to success for all our pupils. We will utilise this additional funding to support the mental health needs of the pupils, as well as ensuring the sustained attainment and progress across the curriculum by focussing on the consolidation of the core skills which enable successful learning. At the heart of all interventions, we pay particular attention to the most disadvantaged pupils in our community.

Implementation

MSJ has used this additional funding for specific activities to support the pupils to catch-up from lost teaching during times of school closure, as well as supporting children's emotional needs. We have utilised the EEF Support Guide for Schools and the training available through the National Tutoring Programme (NTP) to support our implementation of our school led catch-up programme.

We offer a wide range of support to meet the needs of all the pupils:

- We continue to support the wellbeing of all pupils through our BLOSSOMING BEST curriculum which includes a comprehensive PSHE curriculum, as well as enabling all pupils to access Trick Box as a whole school emotional management and personal development programme. In addition, we support children individually and in small groups, where we explore therapeutic approaches to support anger management, self-esteem and the development of social skills. The level of

support has increased post lockdown, with the employment of an additional Emotional Support Teaching Assistant.

- Our regular progress meetings identify gaps in learning and lack of progress. This year we identified that early reading and phonics needed additional focus to develop children's reading ability and vocabulary. Additional support also focusses on basic core skills.
- The progress of children with additional needs is reviewed at progress meetings. If changes in provision are required, or further needs identified due to lockdown, adaptations are made by providing additional, individualised support.

High quality teaching is supported by additional targeted academic support. At MSJ we are utilising a School-led tutoring route, which offers us the flexibility to use our own experienced TAs to deliver high quality interventions, which complements the work of the teachers and has proved to be a powerful way of mitigating the lost time away from school.

These sessions are meticulously planned to complement and extend class based teaching to help to close the education gap for all pupils. Using the School-led approach gives us more flexibility to use the additional resources to best meet the needs of the MSJ pupils. All staff involved will complete the tutoring training provided by the government through the NTP. All COVID-19 catch-up interventions are planned by members of the Senior Leadership Team (SLT).

Impact

MSJ Interventions Summer- 2020/21 (No. children in each category)

This table shows the number of children who had COVID catch-up interventions in the summer term of 2021

	Reading / Phonics	English/ Grammar	Maths	Emotional (ESTA)	speech	Memory processing	Dyslexia	I E P S
EYFS	13	0	6	7	1	4	0	0
Year 1	32	0	24	5	3	10	0	0
Year 2	31	0	13	9	1	5	0	3
Year 3	14	6	7	16	2	2	1	5
Year 4	26	7	11	12	2	2	3	2
Year 5	19	16	18	11	0	1	1	1
Year 6	16	16	21	13	0	0	0	0
Totals	151	45	100	73	9	24	5	11

MSJ Interventions – Autumn 2021/22 (No. children in each category)

This table shows the number of children who had COVID catch-up interventions in the autumn term of 2021

	Reading/ Phonics	English/ Grammar	Maths	Emotional (ESTA)	speech	Memory processing	Dyslexia	L a n g u a g e	I E P S
EYFS	0	0	0	2	0	0	0	0	0
Year 1	22	0	5	3	2	7	0	2	4
Year 2	13	0	14	4	3	6	0	2	4
Year 3	7	0	9	7	0	0	3	0	2
Year 4	12	0	6	10	2	2	1	4	2

Year 5	7	0	12	14	1	2	2	1	2
Year 6	20	0	6	12	0	0	1	1	0
Totals	81	0	52	52	8	17	7	10	14

The impact of interventions in the summer term of 2021

MSJ Intervention End of Year Report - Summer 2021 (Children who had Intervention in Spring/Summer Term against Targets Set)						
Year Group	No of Children	Reading % Met Target	No of Children	English % Met Target (Writing / Grammar)	No of Children	Maths % Met Target
EYFS	9	67% met ELG in Reading	0	n/a	6	83% met ELG in Maths
PP (FSM)	1	100% met ELG in Reading	0	n/a	0	n/a
1	16	100%	0	n/a	17	82%
PP	3	100%	0	n/a	6	83%
2	14	100%	0	n/a	14	100%
PP	4	100%	0	n/a	2	100%
3	12	92%	6	83%	6	83%
PP	4	75%	3	66%	2	50%
4	20	80%	7	100%	7	86%
PP	4	100%	5	100%	3	100%
5	12	100%	12	92%	11	91%
PP	2	100%	1	100%	2	100%
6	14	79%	0	n/a	15	93%
PP	5	80%	0	n/a	6	100%

The Impact of the MSJ catch-up is closely monitored in termly progress meetings with the teaching staff and members of SLT. The success of the interventions are scrutinised and adaptations are made to ensure that they are meeting the needs of all pupils.