

# Catch-up Premium Statement 2020-2021

St Augustine of Canterbury RC Primary School

1. Contextual information:	
1. <b>Catch up Lead:</b> Mrs. S. Colbeck	7. <b>Total no. of pupils in school currently:</b> 212
2. <b>Governor Lead:</b>	8. <b>Total no. of pupils Catch-up premium based on:</b> 210
3. <b>Statement authorised by:</b>	9. <b>Provision Catch-up Premium allocation:</b> £16, 600
4. <b>Publish date:</b> 14.12.2020	10. Initial allocation received (Oct 2020): £4, 200
5. <b>Review date:</b> 08.02.2020	
<p>Covid-19 significantly affect the lives of those in our school community. Many pupils have not been in school since March 2020 with 35% of pupils attending during lockdown between March and July (this number increased from 17% to 35% when restrictions started to lift in June 2020). In addition to this, since school has reopened, many pupils and staff have missed significant amounts of school due to self-isolation. During the autumn term 3 class bubbles closed and with 4 members of staff testing positive and 4 pupils; it is not thought any of these cases were linked. Throughout the pandemic, Burnley has been an area of significantly higher Covid-19 cases and as a result of this, subject to tighter restrictions including Tier Three. During closure and periods of individual and bubble self-isolation, home learning is provided via our learning platforms of Tapestry (EYFS/Y1) and Google Classrooms (Years 2-6) Learning packs (paper copies) are available from our office for some families when requested.</p>	

2. Impact of school closure on our pupils
<p>Covid-19 continues to have a significant negative impact on our children's education, emotional well-being and readiness to learn including:</p> <ul style="list-style-type: none"> <li>• Increased emotional well-being concerns related to lockdown isolation and bereavements</li> <li>• Increased evidence of regression, separation anxiety, attachment issues arising, poor behaviour and self-regulation</li> <li>• Reduction in activity levels with children accessing fewer out of school activities including sport, swimming, dance; this has resulted in a decline in physical health.</li> <li>• Knowledge gaps across the curriculum with a wide range of varying experiences in accessing the remote learning planned from March - July</li> <li>• Weakening of basic skills in Reading and Phonics, Writing, Speaking and Listening, and Maths</li> <li>• Wide-ranging effects of increased anxiety impacting on: attendance; concentration levels; independent self-help skills, resilience, tolerance and social skills</li> <li>• Lack of routines and structures resulting in children struggling to maintain attention, concentration etc. This has had an impact on behaviour incidents across school.</li> <li>• External factors impacting on families eg furlough, unemployment, financial concerns, domestic abuse, online safety concerns</li> </ul>

3. Teaching and whole-school strategies	
Action	Projected spending
1. Development of Recovery Curriculum to support all children to be ready to learn and address any difficulties arising from isolation and lockdown	£500 (including release time for designated senior lead)

2. MyOn (YR-Y6) and Accelerated Reader (Y2-Y6) to support reading at home during periods of isolation, and to foster the love for reading.	£1,000 additional to core funding allocated
3. Development of use of Google Classroom including release time for Curriculum Development senior lead (AN) and Remote Learning lead (JR)	£500 release time and resources to support GC
4. Whole school curriculum redesign including time allocated for all senior leaders throughout the year and additional resources to be deployed as required	£1,000
5. Development of use of marking and feedback as well as additional assessment tools	£200
<b>Total spending:</b>	<b>£3,200</b>

<b>4. Targeted Academic Support strategies</b>	
<b>Action</b>	<b>Projected spending</b>
1. Additional staff support for EYFS-Y1 transition Autumn 2020 to facilitate vulnerable and SEND pupils into National Curriculum (additional staffing allocated to other cohorts)	£2,500
2. TTRS, IDL, and online resources to support individual needs	£500
3. Additional intervention support planned with TAs and teachers throughout the year	£7,500
4. SEND support for vulnerable children with additional needs	£500
<b>Total spending:</b>	<b>£11,000</b>

<b>5. Wider Strategies</b>	
<b>Action</b>	<b>Projected spending</b>
1. Parenting workshops and webinars to support with issues arising from Covid lockdowns and isolations	£200
2. Support for emotional literacy and bespoke interventions	£1,500
3. CPD for staff for remote learning and recovery curriculum reviews throughout year	£800
4. Parental engagement through remote sessions for parents' eve (School Cloud)	£350
<b>Total spending:</b>	<b>£2,850</b>