



SS Peter & Paul Catholic Primary School

Person: Neil Porter

Report: Catch Up Premium Spending 2020-2021

Current Disadvantaged (Pupil Premium) Numbers: **23 (11%)**

Current FSM Numbers: **23 (11%)**

Provisional Allocation for 2020-2021 = **£16,640**

Date of Last Review: **18/12/2020**

Next Date for Review: **September 2021**



Year	Total	FSM	LAC	PP	EAL	SEND
EYFS	30	2	0	2	12	3
Y1	30	2	0	2	9	4
Y2	28	4	0	4	9	1
Y3	30	4	0	4	9	11
Y4	29	5	0	5	2	4
Y5	30	3	0	3	14	5
Y6	27	3	0	3	10	3
Total EYFS-Y6	204	23 (11%)	0 (0%)	23 (11%)	65 (32%)	31 (15%)

Key Priorities:

Close the progress and attainment gaps caused by COVID-19 School Closure from March 2020 – September 2020:

- High quality first teaching through Universal classroom provision; enabling all children to access all areas of the curriculum.
- Effective differentiation within the classroom to provide additional support for pupils with an attainment gap.
- Targeted support for pupils struggling to access the curriculum offer due to their disadvantaged circumstances.

Barriers:

- Ability to share resources due to COVID-19 restrictions.
- Lack of human resources to facilitate delivery of plans and strategies due to COVID-19 restrictions and safety implications causing timetabling issues.
- Continued absence from school through bubble closures or additional COVID-19 lockdown restrictions.
- Pupil and staff mental health & wellbeing and/or anxiety throughout the COVID-19 pandemic.

2020/2021 Plan

Area of Focus	Allocation £16,640	Description of spending	EEF Evidence	Intended Impact
Staff Continued Professional Development	£1,000	Improving teacher capability through CPD and training ensures high quality first universal provision for all pupils including the disadvantaged. Best possible teaching and learning experience day to day.	<i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.</i>	<ul style="list-style-type: none"> Highly trained members of staff delivering high quality teaching in the classroom or via video link. Teacher Assessment data to show an improvement in level of pupils achieving or closing the gap.
Remote Learning	£1,000	Due to COVID-19, we look to improve our remote online learning offer by purchasing Purple Mash and providing either a laptop or iPad device for disadvantaged learners to complete learning at home. Teaching staff also needed upgraded devices in order to prepare and deliver effective online learning from school or home.	<i>Teaching quality is more important than how lessons are delivered. Ensuring access to technology is key, particularly for staff and disadvantaged pupils.</i>	<ul style="list-style-type: none"> Up skilled teachers improving the quality of remote learning. Higher level of pupil engagement through improved quality and greater access to devices.
Cover costs for 'Face to face' teaching support	£15,000	The use of supply teachers to help support face to face daily learning will be vital. Targeted interventions will be supported by external agencies and help to cover existing teachers and teaching assistants to deliver close the gap intervention support.	<i>Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year.</i>	<ul style="list-style-type: none"> All pupils will be able to access the curriculum regardless of ability or family background. All pupils requiring additional curriculum support will receive it through a targeted intervention delivered by a teacher or teaching assistant.
Specific pupil support for a targeted area of need.	£1,000	Family Support Worker to work as a Pastoral Manager. A trained family worker to provide support with targeted families to improve attendance at school and provide support and advice to parents.	<i>Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation have continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils.</i>	<ul style="list-style-type: none"> Any pupil of family experiencing difficulty which is acting as a barrier to learning will receive the support they need from an external specialist. Pupils/families identified will see an improvement in the situation to allow learning to take place.
Total Spend	£18,000			

EEF Evidence Documents:

- Evidence Summaries - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- School Planning Guide - https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
- Remote Learning Guidance - https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf
- Use of Teaching Assistants - https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf