

St Thomas of Canterbury Catholic Primary School

COVID catch-up premium report 2024/2025

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils: R – Yr 6	101	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8080		

STRATEGY STATEMENT
<p>St Thomas' has around 13% pupil premium children on roll. Following the national lockdowns we are aware that there is a range of need for the children in terms of their lost-learning, a widening of gaps in learning (particularly among pupil premium and other disadvantaged groups), mental health and physical fitness. Our priorities for use of the Covid Catch-up premium are:</p> <ul style="list-style-type: none">• To provide 1 to 1 or small group tutoring to children with identified gaps in learning to enable them to get back on track as quickly as possible.• To provide counselling to children with identified mental health needs i.e. raised anxiety levels as a result of lockdown• To provide a broader range of mental health resources for use in teaching with all children• To provide additional opportunities for physical activity during and after school.

Barriers to learning

We have identified the needs of individual and groups of children through:

- Informal and more formal formative and summative assessments to establish the precise nature of gaps in learning
- Pupil and parent questionnaires relating to learning in lockdown.
- Parent consultations to discuss mental health concerns regarding individual children.
- Records of attendance at daily online meetings.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in phonics knowledge or weak recall of key phonics to enable good progress in reading.
B	Basic writing skills and stamina in writing.
C	Gaps in basic mathematical knowledge (number bonds, place value, basic rules and procedure for four operations) that will prevent good progress in maths.

ADDITIONAL BARRIERS

External barriers:

D	Anxiety of children coming into school and leaving parents
E	Mental wellbeing of all children to enable them to focus fully on learning when in school
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?
To add additional PSHE resources to our JIGSAW scheme to support mental well-being for all pupils	All children feel happy and safe to be in school and have a range of strategies for dealing with any anxieties that may arise.	Children who feel safe and secure and who do not have a high level of anxiety are likely to learn and achieve more easily	PSHE lead will ensure all teachers are aware of the additional resources available and how best to integrate them into teaching.	W Clark	At year end through pupil questionnaires
To provide regular Forest School sessions for all pupils throughout the year – to include focus weeks where each class will receive a session during weeks with a mental health focus.	Forest School sessions aimed to improve self-esteem, wellbeing and resilience. Measured outcomes through formalised/planned FS curriculum and assessment.	Forest School approach has been shown to improve pupils' wellbeing, mental health and resilience.	Forest School lead will have leadership time to plan and monitor effectiveness of programme. All classes to have timetabled slots for FS throughout year. All children to have access to after-school FS club.	E Barley L Hennessy V King	Year-end FS assessments and pupil questionnaires.
Total budgeted cost:					£600

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?
Teaching Assistants to provide 1:1 before and after school tuition sessions with identified children.	Children make progress towards closing the gaps in their learning.	Short focused sessions to track back in learning and reinforce skills to enable children to progress more quickly in class.	Base levels prior to tuition established and TA to keep records of progress made throughout sessions. Summative assessment at end of year to show progress/attainment compared to starting point.	J Crowe L Crowley L Hennessy V Roux	End of term summative assessments and through formative assessment/progress noted in class.
Total budgeted cost:					£6940
Other approaches					
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?
Nessy reading software to support weaker readers through fun/interactive activities.	Children make accelerated progress through heightened engagement with reading using an interactive teaching resource.	Heightened engagement and enjoyment will result in retained learning and should result in accelerated progress.	End of term summative assessments and through formative assessment/progress noted in class.	W Clark	End of term summative assessments and through formative assessment/progress noted in class.

Termly summative assessments (including NTS standardized tests for Years 3-5) to be used to identify gaps in mathematical knowledge.	Teaching in maths is focused on those areas which have been demonstrated to be weak through diagnostic testing.	Use of assessment to inform teacher planning should avoid spending time on areas in maths that most children are already confident in and focus on those which have been shown to areas of weakness for most children.	Subject lead to ensure all teaching staff are using summative assessment to identify areas of weakness for specific pupils	A Booth W Clark S Gilbert V King	End of each term.
				Total budgeted cost:	£605