



## St James the Great Catholic Primary School Covid-19 Catch-Up Funding Report

| Summary Information                |   |
|------------------------------------|---|
| School                             | St James the Great Catholic Primary School, Peckham, SE15 5LP |
| Academic Year                      | 2020-2021   |
| Catch up premium allocation        | £15,920   |
| Number of pupils YR-Y6             | 198   |
| Proportion of disadvantaged pupils | 40%   |
| Published Date                     | November 2020   |

### School Context

St James the Great proportion of disadvantaged pupils across the school is high. Historically attendance has been outstanding, however the return to limited reopening of school in the summer term was affected by the understandable level of concern from the school community which is made up of a very high proportion of BAME families. However, much effort was put into addressing this with reticent families, a result of which was cohorts were full as allowed by the guidance at the guidance of the time, by the end of the summer term. Since reopening fully in September, attendance figures have been very positive and in line with the school's expectations. The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. School staff kept in contact with all children and their families. Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance is stable across all year groups upon return and is in excess of 96% at the time of writing (November 2020). The staff have jointly agreed which key learning objectives they will be focusing on for the beginning of the autumn term, but a data sweep in November will give a clearer picture of where the remaining gaps may be in reading, writing and maths. A full analysis for vulnerable groups will be carried out and further refinement to interventions will be planned.

### Strategy Statement – Aims and Priorities

The overall aim of our work is to reduce an attainment gap for those pupils who for whatever reason were unable to engage with remote learning during the extended school closure. There remains the imperative to raise the attainment of all pupils by attempting to close the curriculum gaps that inevitably occurred because of the school closure. The catch-up priorities are:

- To ensure that children's anxieties and concerns regarding their return to school are met.
- School attendance returns towards the stated target of 97%.
- A Recovery Curriculum is implemented for the first half of the autumn term teaching the key objectives identified as essential but missed from the closure.
- Resources are sourced to help narrow the curriculum gap.
- Staffing arrangements are re-visited to secure staffing Bubbles in order to be able to implement interventions
- The IT deficit that exists due to economic disadvantage is minimised, particularly for older pupils.

### Attainment Data from Spring 2020

| Year Group | Reading % | Writing % | Maths % |
|------------|-----------|-----------|---------|
| Year 1     | 56        | 48        | 63      |
| Year 2     | 72        | 69        | 72      |
| Year 3     | 77        | 77        | 73      |
| Year 4     | 81        | 74        | 74      |
| Year 5     | 83        | 73        | 77      |
| Year 6     | 74        | 74        | 81      |

### Barriers to Future Attainment :

|   |   |
|---|---|
| A | Quality Teaching for all - Including focus on Core Skills, Wellbeing and targeted use of assessment                 |
| B | Targeted Support – Intervention Programmes including 1:1 (Reading Recovery) and SAL                                 |
| C | Other approaches – Regular telephone support for parents; summer learning pack provision; investment in technology. |

## 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 | Review and Cost           |
| Well-being Project for initial two weeks of the term | Pupils feel comfortable to be able to express concerns and anxieties.<br>They have a bank of vocabulary to allow them communicate effectively            | Extended period of school absence. National level of concern for this area.   | Staff shared training and setting of class based objectives across the school. Whole school awareness and focus   | SD         | £80<br><br>September 2020 |
| Recovery Curriculum                                  | For all pupils to be able to reach levels of attainment, knowledge and skills especially in the core areas of learning, in line with Autumn expectations | All children will have missed out on the educational opportunity of 'normal schooling' between March and July 2020. | Staff have focused on key learning elements from the summer term and used these in line with early autumn learning objectives in order to drive the teaching effort towards a return to a regularised curriculum offer in the second half of the autumn term. | SLT        | £0<br><br>October 2020    |
| Total budgeted cost:                                 |  |   |   |            | £80                       |
| 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 | Review and Cost           |

|   |   |  |  |         |                             |
|---|---|--|--|---------|-----------------------------|
| Summer Catch up Pack  | To maintain the importance of study at home during the summer holiday period and especially help to prepare for whole school reopening in September | All children will have missed out on the educational opportunity of 'normal schooling' between March and July 2020.<br>The school wanted to develop a sense of build up and preparation for a full return to school.<br>To provide extra practice at home in key learning areas. | Packs will be accounted for when the children return in September.<br>Incentives for high use used to encourage children to engage with the home learning. | SLT     | £1314<br><br>September 2020 |
| Science Topic Workbooks   | Children have enhanced their Science learning.<br>Children have access to learning about Science topics which were due to be taught during Lockdown | Science curriculum effected by lockdown period.<br>Opportunity for more learning and practice.   | Workbooks used as part of regular homework offer.<br>Use monitored and rewarded in class and<br>Reporting to SLT   | LJ      | £744<br><br>October 2020    |
| Mathletics Subscription for KS2   | Enhanced Maths skills, engagement and enjoyment   | Pupils demonstrated reduced levels of knowledge and learning in some areas of Mathematics.<br>Opportunity for more regular practice to develop this.   | Accessibility shared with children in the targeted classes.<br>Monitoring facility for class teachers and leaders.<br>Reporting to SLT                     | JO      | £1,000<br><br>Termly 20/21  |
| Additional staff employed and re-organising support staff to secure staffing Bubbles for each class | Class bubbles maintained. Children able to remain in school safely.<br>Classes taught well.   | If staffing levels diminish it will compromise the safety of the class bubble and necessitate interruption of teaching time in school.   | Safer recruitment practices employed.<br>On going monitoring.  | EHT HoS | £17,000                     |
| Total budgeted cost:  |   |  |  |         | £20,058                     |

| 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 | Review and Cost  |
| Additional devices   | All children have access to remote learning offer when needed.                | Some children do not have access to devices at home to be able to reliably access remote learning | Children identified, in the older cohorts.<br>Devices set-up appropriately and securely | Hos        | £9982            |
| Dining Hall furniture Server   | All children can have the choice of a hot school lunch                        | Ensuring the server was fit for purpose re. the method of serving during C-19 deployment          | Enhances Senior lead involvement with food serving during C-19 period                   | SLT        | £2012            |
| Well-being Champion appointed  | To promote importance of wellbeing and provide clear leadership and direction | National concern about the wellbeing of children during the pandemic.                             | Reporting to SLT  | HoS EHT    | £0<br><br>Termly |
|  |   |   |   |            |                  |
| Other approaches budgeted cost:  |   |   |   |            | £11,994          |
| Total of all costs   |   |   |   |            | £32,132          |
| Total cost – Covid catch-up costs have resulted in a balance of £20,138 to be met from school reserves |   |   |   |            |                  |

### Funding allocation

St James the Great allocation is based on a per pupil basis, with a total of £80 for each pupil in years Reception through to Year 6.

### Payments

This funding will be provided in 3 tranches. The school will be provided with an initial part payment in autumn 2020, based on the available data of pupil numbers. A second grant payment will then be distributed in early 2021, based on updated pupil and place data.