

School COVID Catch Up 2021 - 2023

Intent: To use a tiered approach to maximise rapid recovery for all children.

Taken from EEF guide to support school planning; A tiered approach (2020)

The tiered approach is a helpful heuristic that supplements school leader decisions regarding the strategic direction of the school. This academic year, St Mary's aims to use the three central pillars to drive strategic decision making and aid rapid recovery for all children following a period of school closures due to COVID-19 and its impact which still affects the school.



Objective 1 (Pillar 1): Effectively establish a high-quality blended curriculum to maintain current high trend attainment for all children. *EEF 2020 "Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."*

Objective 2 (Pillar 2): Ensure diagnostic assessments recover any learning loss and inform targeted interventions for all children. *EEF 2020. "High quality teaching is supported by, and is intrinsically bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content or made gains in their knowledge, during the extended period of Covid-19 partial school closures. It is likely that some pupils, especially disadvantaged pupils, will require high quality, targeted interventions."*

Objective 3 (Pillar 3): Ensure children have access to high quality emotional support to aid catch up. *EEF 2019: 'social and emotional skills are essential for children's development, support effective learning, and are linked to positive outcomes in later life.'*

1. Summary information		
School	St Mary's Voluntary Academy	
Academic Year	2021/2022 2022/23	Total COVID-19 budget £14,904
Total number of pupils	225 (including nursery) 111 Pupil Premium	

2. Barriers to current attainment due to the impact of COVID-19 (steering funding focus for the academic year)	
In-school barriers <i>(issues to be addressed in school, such as poor oral skills)</i>	
A.	Lost fluency in communication, especially in EYFS and KS1
B.	Lost fluency in phonics and reading
C.	Reduced resilience and stamina in writing
D.	Lost fluency in number (fluency phases and times table instant recall)
E.	Social and emotional issues risen for vulnerable children due to direct impact of COVID
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

G	Persistent low attendance rates.
H	Significant variance in access to digital devices and parental support to support remote learning.

Covid-19 Expenditure Information					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intent 1: To ensure high quality teaching for all classes, from accurate baseline start points To ensure accurate assessments To ensure effective use of remote platform (if/when required)	<p>Robust assessment of baselines</p> <p>Curriculum implemented (blended if/when required) and established to ensure sequential teaching resulting in sustained progress for all</p> <p>Quality CPD to support teaching and learning/assessment /remote learning and upskill all teachers</p>	<p>EEF Guide to School Planning: A tiered approach (2020)</p> <p>High quality effective teaching for all</p> <ul style="list-style-type: none"> • Effective diagnostic assessment • Supporting remote learning • Focusing on professional development 	<p>Assessment sources outline rapid progress and gains from baseline</p> <p>Sustained high quality CPD for all teachers to support teaching and learning/assessment/ remote learning</p> <p>TEAMS remote learning platform evidences quality outcomes and evidences sequential high quality teaching</p>	JOC/MS Newly appointed Tutor	Half termly

Intent 2: To provide targeted academic support	<p>High quality small group tuition to children in KS1 and beyond in phonics through pre-school boosters to raise attainment in phonics and reading.</p> <p>High quality small group tuition to children in KS1 and KS2 in English and maths.</p> <p>Y4 maths fluency/times tables catch up intervention through pre-school/after school boosters to raise maths attainment.</p>	<p>EEF Guide to School Planning: A tiered approach (2020)</p> <ul style="list-style-type: none"> Targeted academic support <p>EEF English Guidance Documents: Preparing for Literacy KS1 and KS2 Early Literacy</p> <p>Improving Mathematics in KS2 and 3; Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge (EEF Guidance report)</p>	<p>Assessment</p> <p>tracking Pupil</p> <p>books and voice</p> <p>Drop ins</p>	<p>JOC /MS TA appointed to tutor role</p>	<p>Half termly</p> <p>Pre-school boosters led by TA's in KS1</p> <p>Small group tuition after school in KS2:</p> <p>Targeted interventions in English and maths</p>
	<p>KS2 Targeted Interventions in English and Maths</p> <p>Provision of full time TA's in all classes to effectively target and boost progress of key groups of learners during QFT, led by class teacher.</p>	<p>Developing mathematical fluency: comparing exercises and rich tasks (Foster 2017)</p>			<p>Full time TA's in each class:</p>

Intent 3: To support pupils social, emotional and behavioural needs	<p>Post pandemic drop in sessions for all vulnerable children (Health and well-being team / nurture lead)</p> <p>Provide behaviour support to EYFS cohorts (targeted support)</p> <p>To re-establish effective communication and standards with parents and begin family learning programmes when appropriate.</p> <p>To support experience days to increase motivation, purpose and enjoyment.</p>	<p>EEF Guide to School Planning: A tiered approach (2020)</p> <ul style="list-style-type: none"> Supporting pupils social and emotional needs <p>EEF: Improving Behaviour in Schools Key Recommendation 2: Teach Learning Behaviours</p> <p>EEF Guidance Document: Working with parents to support children's learning: Key Recommendation 2 (Provide practical strategies to support learning at home) Key Recommendation 4 (Offer more sustained and intensive support where needed)</p>		<p>JOC /MS TA appointed to tutor role</p>	<p>Nurture lead contribution:</p> <p>Staffing to run family learning programmes: Greater involvement in family input</p> <p>Contribution to experience days:</p>
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Total COVID-19 Budget	£14,904
Total planned COVID-19 Expenditure	£14,904



ST. MARY'S
Catholic Primary Voluntary Academy