



## Sacred Heart Catholic Primary School

Person: Mr G M O'Hara

### Report: Catch up Premium Spending 2020-21

Current Disadvantaged (Pupil Premium) Numbers: 117

Current FSM Numbers: 101

Provisional Allocation for 2020-21 = £15200

Date of Last Review: N/A

Next Date for Review:

#### Key Priorities:

Close the progress and attainment gaps caused by COVID-19 school closure March 2020-September 2020.

High Quality First Teaching in all areas of the curriculum

Effective differentiation in the classroom to provide additional support for pupils with an attainment gap

Improved self-confidence, self-esteem, resilience, independence and perseverance for pupils

Targeted support for pupils struggling to access the curriculum

#### Barriers:

Difficulty with groupings and sharing resources due to the impact of the Coronavirus

Difficulty with phonic groups across KS1 due to the impact of the Coronavirus

Continued attendance issues due to bubble closures, isolations, further Lockdown restrictions and parental and child anxieties.

Pupil and staff mental health and well-being

Gaps in learning – recall of basic skills, times tables, handwriting, phonics and spelling skills. Children have also missed out on full curriculum experiences – trips, visitors, powerful curriculum moments, etc.

Year	Total	FSM	LAC	PP	EAL
EYS	16	8	0	8	9
1	20	10	0	10	6
2	30	20	0	21	20
3	24	12	0	14	15
4	26	18	1 (guardianship)	21	12
5	30	21	1 (guardianship)	24	17
6	30	12	2 (1 guardianship)	19	14
<b>Total EYS-Y6</b>	<b>176</b>	<b>101</b>	<b>4</b>	<b>117</b>	<b>93</b>

Area of Focus	Allocation	Description of spending	EEF Evidence	Intended Impact
Remote Learning	£4000	<p>Due to the Lockdown and potential of further Lockdown / absences through isolation, we have evolved and improved our remote learning offer.</p> <p>Staff and children have access to the following online resources to set, complete and assess learning and aid planning, both in school and at home:</p> <ul style="list-style-type: none"> <li>• Google classroom</li> <li>• Purple Mash / Serial Mash</li> <li>• Times Tables Rockstars</li> <li>• Oxford Owl online reading book library</li> <li>• Lexia</li> <li>• Toolkit Tracker</li> <li>• Charanga Music</li> </ul> <p>We have been given 51 laptops by the DFE, however we have 64 children in receipt of FSM in Year 3-Year 6</p> <p>Ensure teachers have a school device, complete with camera to pre-record teaching</p>	<p><i>Teaching quality is more important than how lessons are delivered. Ensuring access to technology is key, particularly for staff and disadvantaged pupils.</i></p> <p><i>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</i></p> <p><i>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p>	<ul style="list-style-type: none"> <li>• Further teacher knowledge and improved quality and variety of remote learning.</li> <li>• Higher level of pupil engagement and enjoyment through improved quality material and greater access to resources.</li> <li>• Improved outcomes for children and improved basic skills</li> </ul>
Quality of Teaching	£3500	<p>Management time for our Remote Learning leader to plan, meet, implement and update policy and strategy.</p> <ul style="list-style-type: none"> <li>• CPD for staff – quality first teaching, assessment, AFL, questioning for greater depth / mastery</li> <li>• Subscription to the National College to provide further CPD opportunities – courses and webinars</li> <li>• Focus time for subject leaders – inset time to analyse and answer ‘deep dive’ style questions looking at the progression and skills within each subject area so that children can become ‘subject specialists’ and plan for catch-up time for skills missed during Lockdown.</li> <li>• Management and staff release time for Recovery Curriculum action plans, analysing baseline assessments, monitoring and feedback, pupil progress meetings – analysis. trends, issues and impacts.</li> </ul>	<p><i>Good 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></p> <p><i>Provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others.</i></p> <p><i>Teachers not only have to address misconceptions, but also understand why pupils may persist with errors.</i></p>	<ul style="list-style-type: none"> <li>• Highly trained members of staff delivering high quality first teaching for all pupils.</li> <li>• Teachers skilled in delivering and assessing skills and knowledge within the foundation subjects.</li> <li>• Teacher and SLT have thorough knowledge of trends / misconceptions /gaps within each cohort and ensure regular review of adaptations to teaching to address this.</li> <li>• Reduction in the need for small group interventions.</li> </ul>
Resources	£3000  £4000	<ul style="list-style-type: none"> <li>• Purchase of maths resources (White Rose maths essential kits) for individual pupils in each year group to support the concrete-abstract-pictorial element of mastery maths teaching and learning</li> <li>• Purchase of new reading books – chosen to support the promotion of challenging vocabulary, boys’ reading and diversity, higher level ‘classics’ for more able readers</li> </ul>	<p><i>Encourage pupils to take responsibility for, and play an active role in their own learning.</i></p> <p><i>Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</i></p> <p><i>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such</i></p>	<ul style="list-style-type: none"> <li>• Raised attainment and understanding of maths across school.</li> <li>• Raised profile and love of reading across school.</li> <li>• Children will be confident readers and dips in reading attainment will be negated.</li> </ul>

			<i>as playing with letters and numbers, are also linked to improved outcomes.</i>	
Transition Support	£1000	An interactive virtual tour of school and the grounds filmed and produced for the school website for all prospective parents and children to view.	<i>School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school.</i>	<ul style="list-style-type: none"> <li>• Children who are joining Sacred Heart from different settings or who are beginning their schooling, have an opportunity to become familiar and confident with the setting before they arrive.</li> </ul>

EEF Evidence Documents: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil%20Premium%20Guidance%20iPDF.pdf)