



St George's Church of England Primary School Covid-19 Catch Up Premium Plan

Grant allocation: **£15, 120** (£80 x 189 pupils from previous census data)

Rationale:

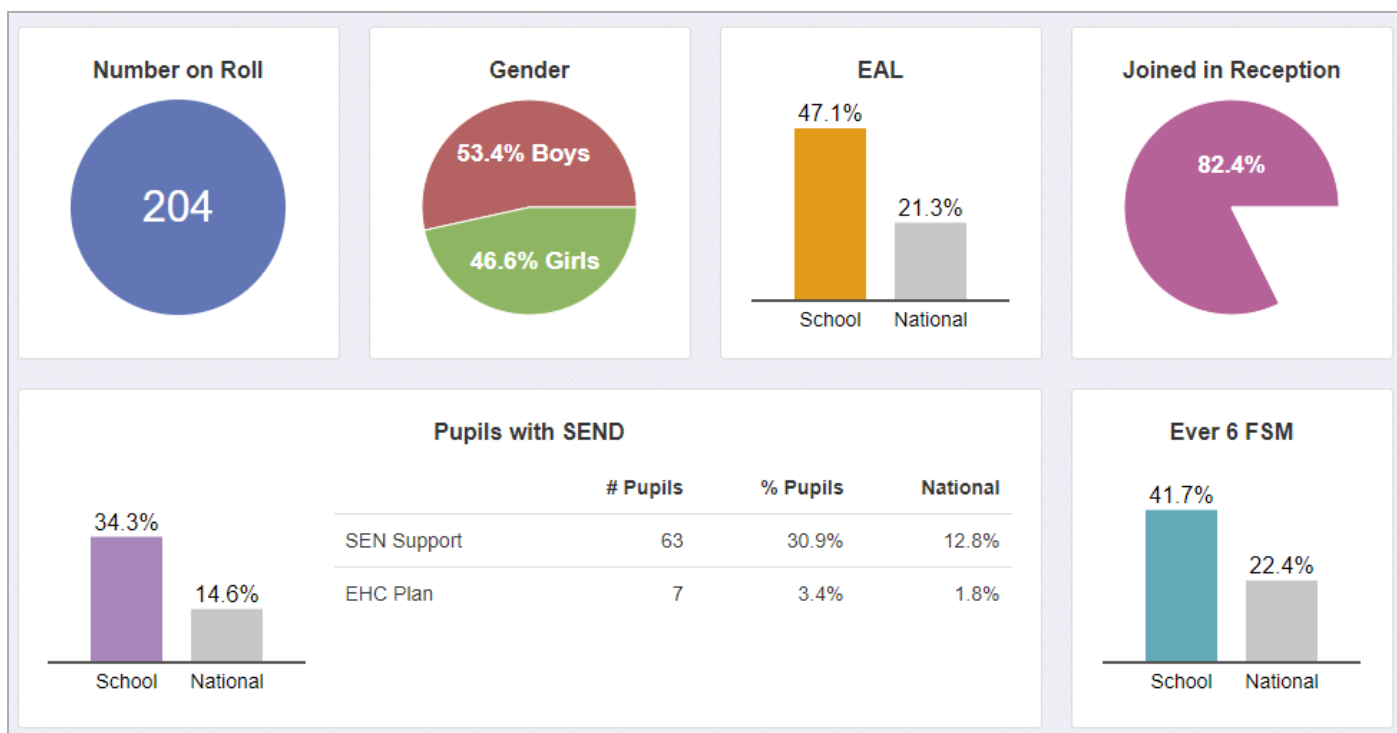
St George's is an evidence-informed school.

Priorities for learning and achievement which have been highlighted by the pandemic have been identified.

These priorities have been identified in line with the recommendations for tackling educational disadvantage model (see Appendix One).

This model incorporates the tiered model suggested by the EEF for implementing initiatives (see Appendix Two).

School Context:



Priorities for Catch up following the pandemic:


A	Language development on entry to the school
B	Decoding skills required for reading fluency and later comprehension
C	Reliability of assessment processes in identifying next steps for all pupils
D	Connectedness of families to the wider community and other socially enriching networks





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Summary of Expenditure using EEF Suggested Strategies:

Teaching and Whole School Strategies: 	
EEF Suggested strategy	Specific application at St George's
Support great teaching	<ul style="list-style-type: none">• School wide training in Little Wandle Letters and Sounds Revised• School wide speech and language CPD provided by Words First specialist
Pupil assessment and feedback	<ul style="list-style-type: none">• Implement standardised assessments and question level analysis processes• Implement Insight tracking system across all subjects and adapt for new phonics scheme

Targeted Academic Support: 	
EEF Suggested strategy	Specific application at St George's
One to one and small group tuition	<ul style="list-style-type: none">• Utilise National Tutoring Programme for targeted pupils
Intervention programmes	<ul style="list-style-type: none">• Implement structure intervention programme for reading across KS2• Develop fully decodable library for KS2 catch up readers which explicitly matches Little Wandle Letters and Sounds Revised• Speech and Language specialist teaching from Words First Programme

Wider Strategies: 	
EEF Suggested strategy	Specific application at St George's
Access to technology	<ul style="list-style-type: none">• Purchase storage facilities for access to technology accumulated through national and MAT wide initiatives
Holistic support for learners	<ul style="list-style-type: none">• Increase Lego therapy sessions run by SENDCO• Introduce art therapist into wider provision for pupils• Utilise Lewisham Inclusion outreach services provided by New Woodlands• Introduce Speech and Language specialist provision



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Planning for Expenditure Broken Down - Including Costings and Impact Measures:

Teaching and whole school strategies:

Barrier	How we will spend	Rationale	Approximate amount	Impact measures
A	School wide speech and language CPD provided by Words First specialist	To ensure best practice is implemented for speech and language development so that pupils have greater language comprehension and access to the curriculum	£500	Triangulated quality assurance of teaching and learning processes Words First specialist assessments
B	School wide training in Little Wandle Letters and Sounds revised	To ensure fidelity to a well evidenced synthetic phonics scheme across all phases to improve: <ul style="list-style-type: none"> • Outcomes for EYFS reading ELG • Phonics screening outcomes • Reading outcomes across KS1 and 2 	£0 (funding has been acquired through English Hubs)	Phonics screening outcomes Outcomes of KS2 pupils receiving Fresh Start intervention in reading
C	Implement standardised assessments and question level analysis processes Implement Insight tracking system across all subjects and adapt for new phonics programme.	To ensure reliable inferences can be made from assessments so gaps in learning can be identified and addressed	£3500 £600	Parity of end of Key Stage results with in-house assessments over time

Targeted Academic Support:

Barrier	How we will spend	Rationale	Approximate amount	Impact measures
A	Speech and Language specialist teaching from Words First Programme	To narrow the speech and language gap which may have widened without access to onsite provision and specialist intervention	£3350 (11 visits and training)	Words First specialist assessments
B	Utilise National Tutoring Programme for targeted pupils Develop fully decodable library for KS2 catch up readers which explicitly matches Little Wandle Letters and Sounds Revised	To quickly address identified gaps in pupils' learning exacerbated by the pandemic To accelerate progress towards fluency and comprehension in reading for low prior reading attainers in KS2	£2000 £1500	Outcomes of pupils receiving intervention Reading outcomes of pupils receiving intervention across KS2



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	Implement structured intervention programme for reading across KS2			
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Wider Strategies:

Barrier	How we will spend	Rationale	Approximate amount	Impact measures
D	Purchase storage facilities for access to technology accumulated through national and MAT wide initiatives	To ensure pupils continue to have access in school and out of school to blended learning approaches in case of future bubble closures or lockdowns	£1200	Engagement with blended learning outside of school
	Increase Lego therapy sessions run by SENDCO	Ensure that mental health issues which may have developed, particularly within our more isolated communities, are identified and addressed by specialists	£0 (Expanding PP provision and CPD)	Specialist assessments from services providing intervention
	Introduce art therapist into wider provision for pupils		£2500 for 12 weeks	
	Utilise Lewisham Inclusion Outreach by New Woodlands		Inclusive of SLA	
			£15150	



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Appendix One:

Recommendations for tackling educational disadvantage – an interrelated process

Taken from Addressing Educational Disadvantage in Schools and Colleges: The Essex Way – Edited by Marc Rowland (2021)

Planning			Implementation				Evaluation
Recommendation 1	Recommendation 2	Recommendation 3	Recommendation 4	Recommendation 5	Recommendation 6	Recommendation 7	Recommendation 8
Address school culture and expectations	Have a robust assessment of pupil need	Identify the impact of disadvantage on learning in the classroom	Teaching and learning	Academic interventions	Wider approaches	Monitoring	Evaluations
			Adopt a tiered approach: tiers are interrelated and should look to improve pupils as learners			These are interrelated	
Not all issues will be relevant to all disadvantaged pupils in all schools							
<p>Secure a collective buy-in ownership and commitment to addressing across the school</p> <p>Ensure That all staff have the highest expectations of all pupils</p> <p>Ensure there is a collective understanding of disadvantage and its impact on learning.</p> <p>Adopt a culture of early intervention</p> <p>Build positive relationships with all pupils and families (core)</p> <p>Define and secure a collective understanding of inclusion</p> <p>Address conscious and subconscious bias</p> <p>Ensure government support a whole-school culture of addressing disadvantages</p>	<p>Secure a clear understanding of the impact of disadvantage on learning (at school – and subject- specific levels)</p> <p>Use high – quality diagnostic assessments to inform strategic planning and professional development needs. Use both academic and pastoral assessments.</p> <p>Ensure that teachers are skilled in formative assessment to ensure responsive teaching.</p> <p>Use summative assessments to evaluate learning overtime, and professional development.</p> <p>Use classroom observations of learning behaviours to inform teaching and intervention</p> <p>Listen to teachers' voice about how disadvantage</p>	<p>Identify whether language development/ comprehension are issues faced by disadvantaged pupils</p> <p>Identify whether metacognition self-regulations or self-regulated learning are issues faced by disadvantaged pupils.</p> <p>Identify whether disadvantaged pupils are more likely to struggle with independence in learning.</p> <p>Identify whether disadvantaged pupils experience motivation fatigue as a result of classroom issues associated with socioeconomic disadvantage e.g language comprehension.</p> <p>Identify whether the learning environment is supportive of disadvantaged pupil's</p>	<p>Ensure that difficulties with language/ developments /comprehension are addresses in a structured way in call teaching across the curriculum (core)</p> <p>Adopt the recommendations set out in the Education Endowment foundation(EEF) Literacy guidance (Key stage-specific)</p> <p>Ensure that difficulties with metacognition self-regulations and self-regulated learning are addressed in class teaching across the curriculum (core)</p> <p>Adopt the recommendations set out in the EEF metacognition Guidance</p> <p>Ensure that teachers have the requisite expertise in assessment for learning.</p>	<p>Focus on small – group reading interventions to address specific issues in word recognition and /or language comprehension.</p> <p>Adopt evidence based small –group one to one tuition to address gaps in learning (these may be subject- specific)</p> <p>Ensure that the deployment of support staff is in line with the recommendations set out in the maximising the impact of teaching assistants approach.</p> <p>Adopt academic interventions to improve reading that can also be used in first wave teaching e.g reciprocal reading.</p> <p>Ensure academic intervention supplements high- quality teaching, not replace it.</p> <p>Ensure the interventions do not significantly</p>	<p>Adopt strategies to improve attendance rooted in evidence of the causes of weaker attendance.</p> <ul style="list-style-type: none"> Emotional / Mental health based factors Physical – health based factors Attitudinal-based factors School behaviour based factors <p>Adopt strategies set out in the EEF working with parents guidance</p> <p>Build positive relationships and ensure all families are held in high regard by school staff (core)</p> <p>Adopt the recommendations in the EEF social and emotional learning in primary school guidance.</p>	<p>Ensure that a clear plan with milestones is in place and shared with key stakeholders.</p> <p>Adopt the recommendations set out in the EEF implementation guidance.</p> <p>Ensure that governors are able to determine how well the school in implementing the activities set out in the plan and whether improvements are being made.</p>	<p>Be clear about expected outcomes for pupils at te start of the strategy/ activity.</p> <p>Use the Guskey model (where appropriate) to link teacher and support staff expertise organisational support and impact on pupils.</p> <p>Couple impact evaluation to effective implementation.</p> <p>Decouple impact evaluation from accountability.</p> <p>Use additional resources such as the EEF DIY evaluation guide or the institute of Effective Educational (EE) evaluation guide.</p>



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<p>Commit to research evidence informed approach to addressing disadvantages.</p> <p>Put accountability to pupils and families first.</p> <p>Treat disadvantaged pupils as individuals, not a homogenous group.</p> <p>Prioritise school –wide expertise and responsibility for addressing disadvantages.</p> <p>Secure a school –wide belief that disadvantaged pupils can attain well.</p>	<p>impacts on pupils learning.</p> <p>Listen to pupil voice about how well they understand the process of learning and how they can be helped to participate in challenging learning.</p> <p>Listen to parent voice about how to work together in partnership with families.</p> <p>Ensure there is sufficient leadership teacher and support staff capacity /expertise in school.</p> <p>Ensure strategies focus on pupils need. Not label(s)</p> <p>Understand the impact of the long term disadvantages on learning.</p>	<p>needs e.g use of concrete Mathematics.</p> <p>Identify whether socioeconomic disadvantages means that pupils require access to resources e.g materials in Art.</p> <p>Identify whether disadvantaged pupils have gaps in prior learning associated with inconsistent attendance.</p> <p>Identify whether disadvantages pupils are most likely to experience symptomatic issues eg attendance.</p> <p>Identify whether disadvantaged pupils experience difficulties associated with school capacity /expertise e.g recruitment and retention of key staff leadership issues poor implementation.</p> <p>Identify whether the deployment of support staff is supplementing rather than supplanting high-quality teaching.</p>	<p>Ensure the disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible.</p> <p>Ensure that the deployment and practice of support staff is in line with the recommendations set out in the Maximising the impact of teaching assistants programme.</p> <p>Ensure that lower expectations of disadvantaged pupils through culture or pedagogy are addressed.</p> <p>Ensure that determinism based on prior attainment or labels is addressed.</p> <p>Address issues related to subconscious bias associated with socioeconomic disadvantage.</p> <p>Build expertise across teaching staff with regards to individual pupil need.</p>	<p>impact on curriculum equity in school.</p>	<p>Adopt strategies to improve physical health of disadvantaged pupils where appropriate.</p> <p>Ensure that the social, emotional and mental health of pupils prioritised (core).</p> <p>Embed trauma perceptive Practise (TPP) across school life.</p>		<p>Evaluate whether strategies don't try to prove that they are recognise the high – quality impact evaluation is fundamental to better outcomes for pupils.</p> <p>Ensure the governors and leaders agree evaluation framework at the start of the strategy- to support better outcomes for pupils.</p>
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Appendix Two:

Recommended Strategies and Rationale outlined by EEF:

Teaching and whole-school strategies:	
Strategy:	Rationale:
Supporting great teaching	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</p> <p>Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</p> <p>Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life.</p> <p>Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.</p> <p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>
Pupil assessment and feedback	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</p> <p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p>
Transition support	<p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.</p> <p>Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.</p> <p>Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates.</p> <p>Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.</p>



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Targeted Support	
Strategy:	Rationale:
One to one and small group tuition	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>
Intervention programmes	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>
Extended school time	<p>In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.</p> <p>There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.</p> <p>However, to be successful, any increases in school time should be supported by both parents and staff.</p>



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Wider strategies	
Strategy:	Rationale:
Supporting parents and carers	<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic.</p> <p>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p> <p>There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.</p>
Access to technology	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.</p> <p>In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.</p> <p>Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p> <p>To support learning, how technology is used matters most.</p> <p>Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used.</p> <p>In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p>
Summer support	<p>Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.</p> <p>Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.</p> <p>One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families.</p> <p>Communicating with pupils and their families to assess levels of engagement and barriers to attendance is likely to be important.</p> <p>In addition, staffing is a key challenge, recognising the extensive demands placed on teachers and schools in recent months and the challenges created by public health requirements.</p> <p>For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.</p>



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