

# Christ the King Catholic Academy COVID catch-up premium report

## COVID catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	211	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£17,000		

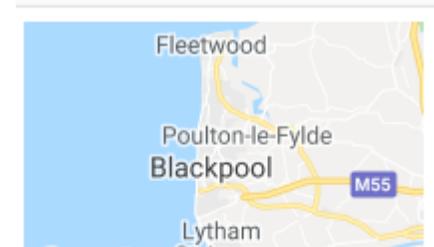
### STRATEGY STATEMENT

Christ the King Catholic Academy's strategy for effective use of the catch up premium will focus on the following priorities:

- To raise the attainment of all pupils to close the gap created by COVID19 school closures.
- To reduce the attainment gap between disadvantaged students and their peers.
- To offer therapeutic support to pupils that have well being issues as a consequence of COVID 19 school closures

Our core approaches to this will be:

- Enhancing the quality of first teaching in the classroom
- Offering targeted academic support to pupils with a particular focus on disadvantaged students through small group and some one to one tutoring
- Supporting parents in removing any barriers to learning.



#### Christ The King Catholic Academy

Total Pupils: 239  
Pupil Premium Pupils: 35.6%  
EAL: 14%  
SEND: 0%

Expected Standard (RWM) %  
PP Pupils: 72.83  
Non PP Pupils: 91.17  
Combined Score: 79.5

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	<b>Missed curriculum time:</b> During lock down one school engaged in retrieval learning and spent time on targeted intervention during Autumn Term. During this most recent lock down school has engaged in quality online live lessons.
B	<b>Emotional Well Being:</b> a number of pupils and their families have found the lock down experience a challenge emotionally.
C	<b>Low Base Line:</b> Our pupils join our school with a baseline much lower than national average and make rapid progress within the first two years of their time in school. Some of our youngest, most vulnerable pupils have missed the most critical teaching days in their school career. The Early Years' learning experience has been hard to replicate whilst at home for families, despite school support.

## ADDITIONAL BARRIERS

### External barriers:

D	<b>Access to remote learning:</b> Some families experience difficulties with ensuring there are enough devices available at home for all children Additional issues surrounding wifi and data access also exist for some families.
E	<b>Engagement in online learning:</b> despite the significant device roll out to families without internet or technology, support throughout the day with learning opportunities "live" from the class teacher there are still a small number of pupils across the school with limited engagement in live learning.
F	<b>Parents Working From Home:</b> some families have been working from home at the same time as their child creating added stress into the family dynamic

## 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 date	Cost
Review of training needs and technical assistance across the school to support staff deliver high quality remote learning	<p>ICT Teaching And Learning Responsibility secured to ensure the effective management of staff CPD</p> <p>CPD curriculum changes evidenced</p> <p>Planning time available and utilised by staff within INSET and staff meeting</p> <p>Resources provided</p>	<p><a href="#">EEF COVIOD 19 support guide for schools</a> outlines supporting great teaching as a key strategy, "Providing opportunities for professional development - for example to support curriculum planning.</p>	<p>Appointment of ICT TLR meeting fortnightly with EHT.</p> <p>Design of INSET sessions based on audits/surveys from staff</p>	SSM	2nd April 2021	<p>TLR - £2873 secured from EEF funding</p> <p>Investment in technology - £500</p>
To maintain and enhance the quality first teaching of phonics in KS1 and Lower KS2	<p>At least 80% of pupils achieve the phonics expected standard by the end of the academic year.</p> <p>Pupils pass the phonics screening in Y1 and Y2 resits</p>	<p><a href="#">EEF toolkit</a> suggests one to one or very small group tuition can have upto 5+ months impact on attainment. Key factors must include training of tutors and liaison between class teacher and tutor.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading</p>	<p>Phonics lead to ensure effective resourcing of the intervention</p> <p>Tracking pupils half termly identifying through DAFITAL meetings identifying the need for additional support</p>	DSA	2nd April 2021	<p>SSA L3</p> <p><b>1,132.16 x 6months part time (0.5) = £3396.47</b></p>
Total budgeted cost:						£3896.47

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 date	Costs
Implement a series of one to one and small group catch up tutoring for identified pupils in English with a focus upon fluency and comprehension	Improved progress and attainment scores for pupils in interim assessments.	<a href="#">EEF toolkit</a> suggests one to one or very small group tuition can have up to 5+ months impact on attainment. Key factors must include training of tutors and liaison between class teacher and tutor.	English Lead will manage the planning, implementation and work of SSA EEF evidence suggests early interventions work best when targeted at younger year groups, across 15 weeks.	MCO/HKN	7th June 2021	SSA L3 <b>1,132.16 x 6months part time (0,5) = £3396.47</b>
Implement a series of one to one and small group catch up tutoring for identified pupils in mathematics with a focus on key recall of facts and fluency	Improved progress and attainment scores for pupils in interim assessments.	<a href="#">EEF toolkit</a> suggests one to one or very small group tuition can have upto 5+ months impact on attainment. Key factors must include training of tutors and liaison between class teacher and tutor.	Maths Lead will manage the planning, implementation and work of teacher EEF evidence suggests early interventions work best when targeted at younger year groups, across 15 weeks.	HEM	7th June 2021	UPS Teacher Maths <b>3,697.33 x 5 /2 (part time 0.5 only) = £9,243.32</b>
Total budgeted cost:						£12,639.79
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 date	Costs
To ensure bespoke resources are purchased to support individual children with emotional needs.	Improved emotional wellbeing for pupils currently struggling with their own mental health	EEF Research has shown that good social and emotional skills—including self-regulation, self-awareness point to good overall health.	Pupils will engage more effectively with learning once emotional barriers are removed	SSM	5th July 2021	£450
Total budgeted cost:						£450

## ADDITIONAL INFORMATION

The EEF advises the following:

### Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

### Targeted approaches

- One-to-one and small group tuition
- Intervention programmes
- Extended school time

### Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

**Overall Total Spend**

**£16, 986.26**