



St Bernadette's Roman Catholic Primary School

Live the Gospel and when necessary use words

As a result of the Covid19 pandemic and subsequent closure of schools, the Government issued an amount of catch-up funding to all schools to support with closing identified gaps in learning as a result of the pandemic. The amount of funding allocated is based on pupil numbers and is paid over two financial years. In total, our school received £23,840.

We used the government recommended 'Covid-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the most effective strategies to ensure that our decisions for allocating and spending the funding were based on evidence-based research thus ensuring the best possible outcomes for pupils.

We considered 3 approaches:

1. Whole class teaching priorities
2. Targeted support (small groups and one to one)
3. Wider strategies including resourcing and home-school links

	Intent	Implementation	Impact	Cost
1. Teaching priorities	<ol style="list-style-type: none"> Staff need to be able to quickly and efficiently identify any gaps which developed as a result of lockdown Ensure the different routes for access learning did not disadvantage any pupil/family through a robust remote learning policy and the ongoing implementation of interventions and EHCP priorities Online materials and learning platforms to be streamlined to support easy access for parents and pupils across a range of key stages All staff confident in using online platforms and in particular google classroom in order to smoothly manage the blended approach of both home/classroom-based learning Online safety training / policies / information shared with staff, pupils and parents/carers 	<ol style="list-style-type: none"> Implement 'Learning by Questions' across the school Ensure all pupils have access to IT devices in order to access remote learning Research and resource the best learning platforms for easy access to remote learning resources e.g. Purple Mash, White Rose, My Maths, Spelling shed School IT resources were purchased enabling all staff are confident to live stream lessons, teach in small groups and provide 1:1 interventions Update all policies including remote learning and share with all stakeholders. 	<ol style="list-style-type: none"> Staff were able to quickly identify gaps in learning but this assessment tool allowed them to address those gaps in a timely manner in the classroom as well as plan for those gaps which required more focus and / or targeted intervention. No pupil was disadvantaged by lack of technology in the home. All pupils were in a position to access remote learning Streaming the online platforms we used allowed easier access for parents who had children across different key stages thus making access and planning time at home much more manageable Throughout lockdown we were able to live teach daily. All small group and 1:1 interventions including dyslexia programmes, speech and language, OT etc.... were maintained. When we returned to full school opening, pupils who had to isolate were zoomed into the classroom each day so no learning time was lost Clear expectations were set out. 	<p>LBQ £7848</p> <p>IT devices, chrome books donated + applied for via DfE funding. School also bought chrome books at a total of £1787</p> <p>Learning platforms £578</p> <p>School IT resources £3336</p>

2. Targeted support

1. Ensure no pupil was disadvantaged due to a lack of resources in the home
2. All teaching staff able to identify gaps in reading and close them quickly following a range of CPD
3. 2 x PT teachers were employed to assist in a rapid catch up programme. 1 x deployed in KS1 With a focus on phonics intervention and 1 x deployed in KS2 to support with intervention programmes designed by class teachers to narrow identified gaps
4. 2021 a reading teacher was employed to work with pupils in KS1 on a phonics catch up programme and KS2 on a reading catch up programme.

1. All identified pupils were provided with technology in order to access remote learning as well as a range of stationary/books/additional reading resources
2. Daily reading intervention for identified pupils with class teacher
3. LBQ used in the first weeks to identify gaps and plan intervention/catch up groups alongside catch up teachers
4. The reading teacher was employed 5 x afternoons. Phonics in KS1 focussed on pre-teaching and in KS2 1:1 and small group additional reading lessons.

1. All pupils were able to access remote learning / live lessons thus enabling parents to continue with their own home working where necessary as pupils were online completing a 'day at school.' Reading books and stationary sets were sent home weekly
2. All dyslexia programmes continued throughout lockdown as well as speech and language interventions and EHCP support where agreed
3. There was a greater impact in KS2 than KS1. On reflection, we would have deployed the catch-up teacher into the classroom and the class teacher to lead the phonics intervention. However, although pupils did not make rapid progress and catch up to ARE, they did make progress from their starting points.
4. The impact on pupils in KS1 was great. Although a number of pupils did not achieve the Y1 phonics check, their progress has been rapid from their starting points. Additionally, pupils in KS2 made good gains in their reading book levels.

Additional reading materials were purchased as more texts were needed in the home.

£1000 spent on reading books.

£818 spent on

reading

comprehension

cards for home

learning for

individual pupils to

provide a stimulus

for home learning

activities £100

Reading Teacher:

£9296

3. Wider strategies	1. All disadvantaged pupils to be in school on time and attending well.	1. THRIVE practitioner based in classrooms for the first 2 weeks in order to identify those pupils alongside class teachers/TAs 2. SENDCo was trained as THRIVE leader and all staff were trained on THRIVE approaches. 3. Breakfast club, including breakfast, offered free of charge to all disadvantaged pupils.	1. Pupils were identified quickly for nurture support and work with families was quickly underway 2. All pupils are now 'screened' in the first half term of a new year – highlighting those who would benefit from some intervention in small groups/1:1 and identifying what their 'emotional gaps' are. 3. An additional 8 pupils have taken advantage of this offer.	2 x catch up teachers £10,892 Breakfast club £1199
TOTAL SPEND £36,854				