



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443 Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



Catch up Premium Report 2020-2021

COVID Catch up Premium spending: summary	
Number of pupils in school FS-Y6	96
Proportion of disadvantaged	10%
Catch up Premium allocation	£7,680
Review dates of plan	December 2020 March 2021 July 2021

Strategy Statement:

Aims: of our Catch-up premium strategy

- To raise the attainment and progress of all pupils to close the gap created by COVID-19 school closures

Context to strategy:

See class by class analysis below

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Average TT Points Progress and Attainment 19/20

		Reading			Writing			Maths	
	KS1	Progress	Attainment	KS1	Progress	Attainment	KS1	Progress	Attainment
Year 1									
Year 2	ARE %	5.5	ARE 64% (7)	ARE %	5.5	ARE 73% (8)	ARE %	5.7	ARE 82% (9)
11	GD %		GD 36% (4)	GD %		GD 27% (3)	GD %		GD 45% (5)
Year 3	*No SATs	5.9	ARE 88% (14)	*No SATs	5.3	ARE 44% (7)	*No SATs	5.3	ARE 75% (12)
16			GD 31% (5)			GD 6% (1)			GD 13% (2)
Year 4	ARE 75%	5.2	ARE 66% (8)	ARE 75%	4.8	ARE 58% (7)	ARE 66%	4.3	ARE 50% (6)
12	GD 42%		GD 33% (4)	GD 25%		GD 8% (1)	GD 25%		GD 0%
Year 5	ARE 85%	5.9	ARE 61% (8)	ARE 54%	5.5	ARE 61% (8)	ARE 62%	5.7	ARE 38% (5)
13	GD 23%		GD 23% (3)	GD 0%		GD 0%	GD 8%		GD 0%
Year 6	ARE 93%	5.3	ARE 79% (11)	ARE 86%	6.4	ARE 93% (13)	ARE 86%	5.8	ARE 79% (11)
14	GD 36%		GD 7% (1)	GD 43%		GD 29% (4)	GD 36%		GD 0%

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	Commentary	Actions
Rec	<ul style="list-style-type: none"> Children missed out on vital routines/training in the summer term 	<ul style="list-style-type: none"> Additional TA support (from an experienced teacher) to fill gaps and do 1:1 work
Year 1	<ul style="list-style-type: none"> Children returned to school in summer term Teachers planned from home (shielding) and TAs led the sessions. Teachers commented on work uploaded on Tapestry and suggested next steps to TAs and built this in to the planning 	<ul style="list-style-type: none"> Phonics targeted for specific children to pass phonics screening Extra reading catch-up support in afternoons from additional TA time Small class size ensures high level of adult intervention and engagement with the children
Year 2	<ul style="list-style-type: none"> Most children returned to school at some point in the summer term. By the last week, only 1 child had not returned Standards were very high in the teaching/education provided Small class size – only 1 year group so learning was very personalised and moved on swiftly Progress lost and impact on ARE/GD was minimised for those children attending 	<ul style="list-style-type: none"> PiXL QLAs providing target areas for specific children Extra reading catch-up support in afternoons from additional TA time Phonics targeted for specific children to pass phonics screening 1 child not yet back at school – school communicating with parent and providing home learning
Year 3	<ul style="list-style-type: none"> Children had very limited time in school in summer term (4x 30min social sessions) and all learning was virtual Writing suffered the worst progress and attainment. New skills were taught using Google Classrooms and marked online, the loss of personalised live marking/moving on that would have happened in class had a big impact Higher level GD maths skills/concepts was harder to convey online without personal interaction 	<ul style="list-style-type: none"> Writing focus in class. Extra TA support for SEN (1 day a week) PiXL QLAs providing target areas for specific children HT timetabled to provide catch-up maths and reading sessions for LA Teachers using higher level reasoning activities as part of daily planning TAs use catch-up file/log to monitor progress closely and communicate next steps with teacher

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<p>Year 4</p>	<ul style="list-style-type: none"> • Children had very limited time in school in summer term (4x 30min social sessions) and all learning was virtual • Year 4 suffered the worst progress and attainment. • The second highest proportion of children who did not engage with the online learning were in this year group. Regular contact with parents by phone and online video calls. Communication with parents was logged and overseen by HT. • TA did 1:1 video sessions for SEN • Higher level GD maths skills/concepts was harder to convey online without personal interaction 	<ul style="list-style-type: none"> • Target children discussed in Pupil Progress Meetings. To be monitored closely. Target for 8 points progress from AP2 ('20) to AP3 ('21) to return children to good progress over the 2 years. • PiXL QLAs and therapy resources to be used as the main strategy to identify and close gaps • HT timetabled to provide catch-up maths and reading sessions for LA • Teachers using higher level reasoning activities as part of daily planning
<p>Year 5</p>	<ul style="list-style-type: none"> • Children had very limited time in school in summer term • The highest proportion of children who did not engage with the online learning were in this class. Regular contact with parents by phone and online video calls. Communication with parents was logged and overseen by HT. • Higher level GD maths skills/concepts was harder to convey online without personal interaction 	<ul style="list-style-type: none"> • Number happy maths sessions – morning work/starters • PiXL QLAs to address gaps – TA small groups • GD skills/reasoning becoming a larger part of lessons and focus in moving on comments
<p>Year 6</p>	<ul style="list-style-type: none"> • Strong response in writing and maths. • Attended school in the mornings in the summer term • Focus was on arithmetic in maths so not to lose key skills • Reading has slipped the most – least focus when children were in school. Chn had daily really targets for fluency but work on skills was less possible 	<ul style="list-style-type: none"> • After school booster maths sessions • HT timetabled to provide catch-up maths and reading sessions for LA • GD small group sessions with additional TA

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Barriers to Future Attainment

	Barrier	Desired Outcome
Teaching Priorities	Disruption of teaching and learning due to self-isolation/Covid symptoms. /shut down of year groups in event of reported cases.	A strong remote learning offer in place for all pupils in the event of home-schooling taking place. Vulnerable pupils having access to electronic devices in the event of home schooling. Children are still making progress with their learning in the event of home schooling
	Due to lockdown, children have missed a third of their previous year's in school learning.	Increased 1:1 and targeted support focusing on phonics and reading in KS1 and targeted 1:1 and small group gap filling in reading, writing and maths in KS2 Pupils have made accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
Targeted academic	There has been a decrease in the number of pupils attaining Greater depth compared to those achieving GD in March 2020 and compared to children's KS1 outcomes.	Targeted intervention will aid identified pupils with making accelerated progress in key areas from their starting points in autumn 2020
	Due to limited remote learning some children particularly are lacking key skills including writing, times tables, reading speed.	Individual support such as 1;1 tuition or access to specific programmes will aid with rapid progress. Provision for vulnerable and SEND children made a priority in the event of school closure
Wider Strategies	Due to lack of structured learning experiences since school closure, some pupils may struggle with settling back into school and class routines.	All pupils are able to focus on their learning and concentration levels show a marked improvement over 2020/2021

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Catch up Action Plan for 2020/2021

Action	Intended outcome	What is the evidence and rationale for this choice	Monitoring of impact	Cost	Review of implementation
Teaching					
All staff to receive ongoing CPD through Inside Out in relation to mental health.	All staff are equipped for early recognition of children's mental health needs. The profile of PSHRE is raised throughout school and lessons are taking place weekly to support the mental health and emotional social needs of our children.	Evidence from EEF on self-regulation strategies playing a part in pupils' positive engagement in with their learning.	Pupil surveys DDIs Book scrutiny	N/A	December 20 March 21 July 21
All staff to received ongoing CPD in the use of PiXL as a gap analysis tool and how to use interventions	PiXL is used effectively from years 1-6 to support teachers and teaching assistants with interventions to close the gap.	Past success with use of PiXL in years 2 and 6 allowing pupils to make rapid progress.	Data analysis Learning Walks	N/A	December 20 March 21 July 21
Targeted academic support					

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Opportunities for class teachers and TA's in all year groups to lead weekly interventions for small groups during week focusing on children whose attainment has been impacted by school closure.	Identified pupils to make rapid progress so that they make accelerated progress.	Evidence from EEF and Sutton trust for teachers to lead intervention groups.	Data analysis	£4,300	December 20 March 21 July 21
Additional teacher appointed to work with identified groups in Y6	Identified pupils to make rapid progress so that they catch up with their learning. Gaps in pupil's attainment created as a result of school closure is diminished.	Evidence from EEF and Sutton trust for teachers about effectiveness of 1:1 tuition	Data analysis	£2000	December 20 March 21 July 21

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Wider Strategies					
TA to do Emotional Literacy Support Assistant training to support KS1 and KS2 children who may be experiencing social interaction and emotional difficulties because of school closure.	Vulnerable pupils feel they have a supportive and approachable point of contact if they are feeling anxious or in need of emotional support. These pupils will have built successful relationships with their peers.	Evidence to be ongoing by playground observations of identified pupils.	Playground monitoring QCA behaviour questionnaires.	£1,000	March 2021 July 2021
To purchase devices so that vulnerable pupils have access to remote learning	All pupils regardless of background to have devices to access remote learning so that they continue to make progress.	All children to have devices in case of school closure that they can access remote learning		£3,000	March 2021 July 2021
Total amount of catch up funding allocated				£10,300	
				Additional £2,620 allocated from school budget	

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