



## COVID-19 catch up premium grant expenditure Report to governors: 2020-21

---

### Overview of the school

<b>Number of pupils and COVID-19 catch up premium grant received</b>	
Total number of pupils on roll	230
Total number of pupils eligible for PPG	230
Amount of COVID grant received per pupil	£80
<b>Total amount of PPG received</b>	<b>£18,400</b>

<b>Previous performance of disadvantaged pupils</b> (pupils eligible for free school meals or in local authority care for at least six months)		
	<b>2020</b>	<b>2021</b>
% of pupils making expected progress in English	<b>100%</b>	<b>Target: 100%</b>
% of pupils making expected progress in maths	<b>100%</b>	<b>Target: 100%</b>



## Summary of COVID-19 catch up spending 2020-21

**Barriers to learning for pupils following lockdown 2020:** For some pupils, the barriers to learning post COVID-19 have been identified in our contexts as including:

- bereavement, grief and trauma
- gaps in learning due to time off school during lockdown
- low aspirations
- poor diet
- poverty, both material poverty and poverty of aspirations
- social, emotional, mental health difficulties
- low parental aspirations
- lack of access to cultural opportunities
- lack of access to extra-curricular activities
- lack of access to residential trips and visits
- lack of access to music tuition
- lack of access to sports provision

**How are barriers to learning for pupils removed:** For some pupils, the barriers to learning post COVID-19 have been removed in the following ways:

- **bereavement, grief and trauma** – obviously this is a very sensitive area and bereaved or traumatised children may be affected for many years, therefore this will remain a barrier to learning. We have tried to support them with sessions a qualified art psychotherapist who has experience with supporting children with bereavement, grief and trauma. She will meet with them weekly and support them with coping strategies which they can use back in their mainstream classroom
- **gaps in learning due to time off school during lockdown** – teachers have identified children swiftly since returning to school in Autumn 2020 and have started to support the children causing concern by referring them for tutoring sessions with TAs and teachers in the areas where gaps have appeared. This will be individualised for each child. Children who have experienced the biggest loss in learning due to lack of engagement with online learning or home learning during lockdown are given priority
- **low aspirations** – raising aspirations through working with artists, craftspeople, PE specialists, authors, poets – see also pupil premium grant expenditure for more details
- **poor diet** – healthy eating clubs, led by the school nurse, healthy choices at lunchtimes, break times and free breakfast club, referrals to food banks where necessary – see also pupil premium grant expenditure for more details
- **poverty, both material poverty and poverty of aspirations** – support from the parish, both material, support for housing and food banks – see also pupil premium grant expenditure for more details
- **social, emotional, mental health difficulties** – referrals to on-site art therapy provision with art psychotherapist, pastoral support from staff and support from external agencies where necessary – see also pupil premium grant expenditure for more details
- **low parental aspirations** – phonics workshops, reading workshops and maths workshops for parents, – see also pupil premium grant expenditure for more details



- **lack of access to cultural opportunities** – support for funding cultural trips and visits – see also pupil premium grant expenditure for more details
- **lack of access to extra-curricular activities** – support for funding after school clubs, including: multi-sports, gymnastics, Spanish club, choir, rugby, football, netball, cross country, horse-riding – see also pupil premium grant and sports premium grant expenditure for more details
- **lack of access to residential trips and visits** – support for funding residential trips and visits – see also pupil premium grant expenditure for more details
- **lack of access to music tuition** – support for funding guitar lessons, piano lessons in school – see also pupil premium grant expenditure for more details
- **lack of access to sports provision** – please see sport premium grant expenditure for details

**Objectives in spending: Following the COVID 19 pandemic and lockdown in 2020, it is more important than ever that our children have access to high quality tutoring and regular opportunities for outdoor learning to support their physical and mental health and wellbeing.**

**We have identified children who will need additional support for their mental health and wellbeing or who have been bereaved during the pandemic. We have referred them to our part time Art therapist Vicky Smith who will meet with them weekly for art therapy sessions to support them post lockdown.**

**We also have a pastoral team which includes a qualified counsellor who will offer support for mental health and wellbeing. Mindfulness, meditation, circle time, social stories, Philosophy 4 Children, forest school, outdoor learning and pastoral support are embedded in our curriculum for each age group post lockdown 2020-21.**

**Summary of spending and actions taken:**

**Tutors have been identified from our existing teaching and TA staff:**

- Mrs Pennington – Year 6,
- Mrs Leckey - Year 5,
- Miss Grange – Year 4,
- Mrs O'Brien – Year 3,
- Mrs Magee – Year 2,
- Mrs Drake – Year 1,
- Mrs Starkie – EYFS,

**Who have been given additional time, or timetables have been organised to dedicate to tutoring activities post lockdown. These members of staff will prioritise the children with the highest need and will report on progress to the SLT and governors. Quality first teaching is in place for all pupils and the SLT are supporting tutors and class teachers with resources for tutoring and for our new bubbles.**

Purchase resources for interventions to take place such as Numicon for Maths and Phonics materials and additional book band books for Literacy.

Maintain the employment of a TA3 with QTS to support intervention groups in the form of one-to-one tuition, paired work and small group work where necessary in Key Stage 2.

Maintain the employment of a TA3 to support intervention groups in the form of one-to-one tuition, paired work and small group work where necessary in Key Stage 1 and EYFS



## Outcomes to date:

- Feedback from parents has been very positive since returning to school.
- Attendance is above the National Average at 96%
- During lockdown the engagement with online learning was 80% which was higher than National Averages.
- The remaining 20% who did not engage online, had weekly home learning packs delivered to their homes by the SLT.
- The school lent out 2500 library books during lockdown.
- Art therapy was offered during lockdown to children and families who had experienced bereavements due to COVID-19 and the feedback from parents was very positive.
- We continue to host art therapy for children who are at risk of exclusion from other primary schools and are following COVID guidance for hygiene for the one-to-one sessions with the art therapist. The art therapy space is deep cleaned between each pupil.
- The feedback from the other headteachers and SENDCos who send children is very positive, as is the feedback from parents.
- Art therapy supports the pupils with their emotions so that they are better equipped to cope back in their mainstream classes with their anxiety, behaviour and conduct and their hyperactivity and their pro social skills improve.
- Teachers, parents and SENDCO are able to refer pupils to Mrs Pennington TA3 with QTS, for additional support in Literacy and Numeracy. Gaps in knowledge, understanding and skills are identified in Literacy and Numeracy and blocks of work are planned to accelerate learning in these areas. Learning is personalised for the children and monitored closely by the Head of Interventions Mrs Cath Pennington, the HT Mrs Clare Campbell, Assessment Lead Mrs Nicola Drake and the class teachers.
- In Key Stage 1 and EYFS TA3 Mrs Liz Magee provides support to pupils on FSM to support them to make expected progress in Reading, Writing and Maths and for the EYFS pupils to make expected progress from their starting points. The phonics screening in 2019 results were 100% and were predicted to be similar in 2020.
- In 2019 following our Ofsted inspection and the key areas identified for improvement, St Charles joined the Salford Maths Hub and Mrs Nicola Drake AHT and Miss Theresa O'Donnell attended all training events in 2019-20 pre lockdown. We hosted a Salford Headteacher Michael Earnshaw from The Deans who completed his NPQH project on Maths at St Charles, the SLT and Maths team visited The Deans to investigate good practice in Maths and his Maths Lead led staff meetings at St Charles. Deputy Headteacher Michelle de Carteret from Salford Diocese is completing her NPQH also on Maths in 2020-21 and a similar training and development package for Maths middle leaders is in place to support the teaching and learning of Mathematics at St Charles. Target groups of Pupil Premium pupils are involved in the projects and their progress will be monitored by the SLT and the NPQH candidate.
- Elklan training for SENDCO, Assistant Headteacher and 4 TAs in communication and speech and language completed. School completed the Silver Reading Award in 2020. Support for pupils with communication difficulties improved greatly in 2019-20, this is reflected in the baseline to end of year assessments and in-year assessments for EYFS, KS1 and KS2. This is evidenced in the 2019 Phonics screening where 100% of Year 1 pupils passed the test.



Record of COVID grant spending by item/project 2020-21			
Item/project	Cost	Objective	Outcome
Art therapy for pupils who have been bereaved due to COVID-19	£2300	To support bereaved pupils with their grief through art therapy	The mental health and wellbeing of our pupils who have been bereaved due to COVID-19 are given priority and learn coping strategies through art therapy that they can use back in their mainstream classes.
One-to-one maths tuition over a twelve week period	£2300	To achieve consistent performance at age related expectations for Year 3 (focusing on conceptual understanding of fractions)	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil tracking information, discussion with pupils and scrutiny of work</b>
One-to-one intervention work in literacy over a twelve week period	£2300	To achieve consistent performance at age related expectations for Year 3 (focusing on comprehension, grammar and punctuation)	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil tracking information, scrutiny of children's work and discussion with pupils</b>
One-to-one tutoring in numeracy over a twelve week period	£2300	To achieve consistent performance at age related expectations for Year 3 (focusing on calculation)	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil tracking information, discussion with pupils and scrutiny of work</b>
One-to-one literacy tuition over a twelve week period	£2300	To achieve consistent performance at age related expectations for Year 3 in reading comprehension	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.



# St Charles RC Primary School



			<b>2020 Objective met: evidence collected via pupil tracking information, discussion with pupils and scrutiny of work</b>
AHT/ Head of EYFS and KS1 floating 3 days per week to support the tutoring of target pupils in EYFS and KS1	£2300	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Reception and Year 1 and 2	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in EYFS and KS1.  <b>2020 Objective met: evidence collected via pupil profiles, pupil tracking information, discussion with pupils and scrutiny of work.</b>
TA2 supporting children in Key Stage 1 with tutoring and interventions with target Key Stage 1 pupils	£2300	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Year 2	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS1.  <b>2020 Objective met: evidence collected via pupil profiles, pupil tracking information, discussion with pupils and scrutiny of work.</b>
Head of interventions supporting the tutoring of and interventions for children in Key Stage 2 with target pupils in Key Stage 2	£2300	To improve outcomes for target pupils who are below age related expectations in reading, writing and maths in Year 3, 4, 5 and 6	To close the gap between pupils who are at age related expectations and those children who are not yet at age related in KS2.  <b>2020 Objective met: evidence collected via pupil profiles, pupil tracking information, discussion with pupils and scrutiny of work.</b>
Total	£18400		

<b>Total COVID grant</b>	<b>£80 per pupil x 230 = £18,400</b>
--------------------------	--------------------------------------



## St Charles RC Primary School



<b>Total COVID grant received</b>	£18,400
<b>Total COVID grant expenditure</b>	£18,400
<b>COVID grant remaining</b>	£0