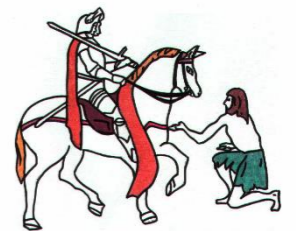




St Martin's School, Dover

Catch-up Premium Spending (COVID-19)



St Martin's School, Dover

Summary Information

Number of eligible pupils	220	Amount of catch-up premium	£17,600
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School catch-up priorities

Reading									Writing									Maths											
Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target			Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target			Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target					
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
R	72%	-	1	38%	7%	1	72%	7%	R	72%	-	1	45%	7%	1	72%	7%	R	72%	-	1	69%	7%	1	72%	7%			
1	87%	23%	2	60%	0	2	90%	23%	1	77%	17%	2	43%	0	2	77%	17%	1	87%	23%	2	43%	0	2	90%	23%			
2	76%	20%	3	52%	20%	3	84%	20%	2	72%	12%	3	40%	4%	3	76%	4%	2	68%	12%	3	36%	12%	3	84%	12%			
3	64%	25%	4	18%	0	4	68%	25%	3	61%	14%	4	14%	4%	4	68%	14%	3	64%	11%	4	14%	0	4	68%	11%			
4	66%	10%	5	52%	17%	5	83%	17%	4	55%	7%	5	45%	10%	5	69%	7%	4	66%	10%	5	55%	10%	5	79%	10%			
5	71%	19%	6	56%	15%	6	79%	19%	5	65%	13%	6	40%	13%	6	69%	13%	5	67%	17%	6	52%	17%	6	79%	17%			

1. Increased gaps in phonics, reading, writing and maths have been identified.
2. Some pupils have larger gaps than their peers across the school, particularly for those unable to engage fully with home learning during lockdown.
3. Social, emotional and mental health needs of the children and families during the COVID-19 pandemic.

Purpose of spend

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

What children need

[For all children]

- Supporting great teaching.
- Focus on getting core back on track.
- Supporting parents in ensuring pupils continue to access schooling both physically and on-line as needed.

[For some children]

- Additional support and focus on phonics, reading and maths.
- Additional pastoral support.

Teaching and whole-school strategies

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
Supporting great teaching		
Professional development to deliver explicit QFT for all children with smaller and flexible grouping arrangements.	Progress will be tracked against targets in reading, maths and writing.	£1500
Professional development to deliver explicit programmes to enable teachers to identify misconceptions and closing the vocabulary gap, supporting both pupil's prior learning and next steps.	Assessments in reading, writing and maths demonstrate that pupils are making at least expected progress and closing any lock-down gaps.	£400
Professional development to deliver update training for support staff in the delivery of phonics, ensuring children make good progress and any identified gaps are eliminated.	Y1/Y2 end of year Phonics Assessments are at expected levels by Summer 2021.	£400
Review of Creative Curriculum planning to ensure that learning is explicit and progressive with a focus on progression of skills, knowledge and understanding.	Progress will be tracked through monitoring of books and pupil voice and the use of IRIS where relevant.	
Focus on getting Phonics, Reading and Writing back on track		
Explicit opportunities created to explore pupil's loss of learning or gaps in learning to identify any additional sessions required for whole class, small groups or individuals. In QFT, a heavy focus on the development of vocabulary, whilst use of subject-specific assessments identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material is built upon prior learning.	Progress will be tracked against targets set in reading for each year group as outlined above.	£3000
A delivered reading champions programme for small group tutoring in all year groups for those pupils who have been identified as falling behind and needing accelerated progress to secure previous expectations of Expected or Greater Depth. Regular timetabled sessions over a sustained period with regular assessment to measure impact.	Progress will be tracked against targets set in reading for each year group as outlined above. Pupils who have loss of learning due to lockdown have accelerated to pre-lockdown expectations.	£4000
Additional phonics sessions implemented in KS1 and Year 3 for pupils who have not sustained prior learning.	Phonic tests for Yr1 and Yr 2 pupils are at expected levels at Summer 2021	£1000
Additional support and focus on Maths		
To provide additional class maths resources to support learning, preventing the need to share across bubbles/classes.	Practical mathematics supporting pupils understanding of concepts.	£1500
Delivered Maths catch up throughout the year to support loss of learning for some children.	Termly assessments to plot progress and next steps.	£2300
Supporting parents and carers		
A parent helpline (at dedicated times) to support parents that have issues and concerns enabling them to have access to a key leader within the school.	Parents are reassured and confident in their child coming to school and pupils making at least expected progress.	£500
Additional pastoral support		
Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour.	Progress will be tracked through pupil data sheets, incidents and progress and attainment data across the curriculum.	£2000
Support for children who have experienced loss or trauma, through the Learning Mentor (Drawing/Talking, Rainbows) and FLO referral to external agencies as required (counselling).	Children will feel they are being supported in school, ensuring they are able to access learning effectively, which will be measured through their progress and attainment across the curriculum.	£1000

Appendix

Priority	How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Teaching and whole-school strategies		
Supporting great teaching	<p>Provide professional development, to support curriculum planning and focused training on the effective use of technology. Provide support to adjust to changes to improve the quality of teaching.</p> <p>Provide mentor support for those teachers who are in the early stages of their career and those that are more experienced but still need some additional support to secure QFT.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Pupil assessment and feedback	<p>Pay for support to enable teaching staff to assess pupils' wellbeing and learning needs.</p> <p>Pay for support to enable teachers to carry out subject-specific assessments 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>Provide Pupils with additional needs with additional support as required, providing Task Management Boards, visual timetables, other organisational resources to support access to learning.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Provide pupils with additional support as necessary	Provide support in the development of resources to support teaching within the class. Ensure the environment continues to support pupil's learning in respect of a catch-up programme.	Assessments to ensure that next step learning is under constant review ensuring good progress.
Targeted Support		
Intervention programmes	<p>Programmes implemented to identified pupils for English and Maths to meet identified specific needs for individual and groups of pupils. Regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Reading Champions programme fully imbedded throughout all year groups to ensure pupils are extending their reading skills. This is aimed at pupils that have lost learning during lockdown and need additional support to build vocabulary, spelling and reading skills.</p> <p>Additional provision such as SEMH Champions to support focussed or particular groups of pupils to provide pastoral and emotional support. Where required small group support for English and Mathematics for those who are experiencing high level of anxiety.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Extended school time	Provide an in-house tutoring programme to run after school for identified pupils. This will focus on Maths (including fluency, reasoning and times tables).	Track pupil's progress
Support for pupils with SEND	<p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Wider Strategies		
Supporting parents and carers	Set up system to enable parents to access appropriate staff to support where there are concerns and anxieties.	Pupils to attend school Parents anxiety reduced.
Access to technology	Provide support to access on-line learning and for teachers to deliver it. Provide practice sessions in school in case of lockdown. Support with devices beyond those of the government issue.	High involvement of Home learning
Well-Being Programme for staff and pupils	Well-Being programmes provided for individual pupils and groups to ensure mental health is good. A pro-active well-being group initiated for staff to ensure morale is kept high .	High attendance of pupils and staff.

Catch-up Premium Spending (Covid 19) Review September 2021 Summary Information

Number of eligible pupils 221	Amount of catch-up Premium	£17,600
School catch-up Priorities		

Reading

Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target			July 2021 Outcomes		
			Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
Yr	EXS+	GDS	R	-	-	R	72%	-	R	90%	7%
R	-	-	1	43%	8%	1	65%	13%	1	67%	15%
1	71%	11%	2	42%	9%	2	67%	23%	2	80%	10%
2	71%	14%	3	28%	9%	3	71%	9%	3	77%	8%
3	72%	20%	4	55%	8%	4	71%	20%	4	61%	11%
4	81%	23%	5	68%	9%	5	74%	13%	5	62%	17%
5	75%	19%	6	63%	8%	6	71%	16%	6	67%	21%

Writing

Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target			July 2021 Outcomes		
			Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
Yr	EXS+	GDS	R	48%	-	R	72%	-	R	77%	0%
R	-	-	1	42%	8%	1	63%	12%	1	50%	10%
1	69%	4%	2	37%	0%	2	62%	9%	2	70%	7%
2	71%	3%	3	26%	7%	3	71%	10%	3	54%	8%
3	69%	10%	4	52%	3%	4	68%	10%	4	54%	11%
4	72%	14%	5	66%	6%	5	74%	11%	5	59%	10%
5	73%	12%	6	65%	10%	6	73%	12%	6	60%	8%

Maths

Term 3 2019/20 Data			Term 1 2020/21 Data			July 2021 Target			July 2021 Outcomes		
			Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
Yr	EXS+	GDS	R	45%	-	R	72%	-	R	80%	20%
R	-	-	1	50%	10%	1	78%	18%	1	77%	3%
1	73%	7%	2	49%	7%	2	69%	19%	2	80%	7%
2	78%	9%	3	33%	12%	3	78%	12%	3	60%	12%
3	75%	18%	4	58%	12%	4	73%	18%	4	57%	7%
4	83%	21%	5	77%	9%	5	81%	13%	5	62%	17%
5	83%	15%	6	76%	12%	6	82%	16%	6	73%	27%

Teaching and whole-school strategies				
Priority	How the Grant was spent	How the effect of this expenditure will be assessed.	Review	Cost
Supporting great teaching	<p>Provide professional development, to support curriculum planning and focused training on the effective use of technology.</p> <p>Provide support to adjust to changes to improve the quality of teaching.</p> <p>Provide mentor support for those teachers who are in the early stages of their career and those that are more experienced but still need some additional support to secure QFT.</p>	Progress will be tracked against all targets set for each year group as outlined above.	<p>Professional development was delivered to all staff in the use of technology for remote learning. This was provided by WDAT staff and through the Ed Tech demonstrator programme. All staff were enabled to use Teams to support both remote and in-class learning.</p> <p>Staff were given continuous staff development in the production of the Teaching and learning strategy ensuring that all pupils were accessing their entitlement and having access to quality first teaching. Areas that were covered included development of vocabulary, cognition and metacognition and learning behaviours. External CPD opportunities were accessed by senior leads and these were disseminated to all staff to improve pupil's learning opportunities.</p> <p>Phonics resources were purchased and both teaching and support staff accessed phonic training to provide additional support for KS1 and Yr3.</p> <p>Through our KS2 leader of learning, teachers in the early stages of their careers were given bespoke mentoring to ensure that their learning was continuous and that they were well supported in providing quality first teaching. Those teachers have continued within the WDAT and are all providing at least good teaching.</p> <p>CPD was focused on curriculum development in the development of planning and knowledge organisers.</p> <p>Results highlight how the pandemic has impacted attainment levels. Although gaps have begun to close as a result of the measures put in place, further work will be required to address loss of learning. National Tutoring Funding alongside a focus on ensuring great quality first teaching through the delivery of our Teaching and Learning Strategy will be utilised to accelerate progress.</p>	
Pupil assessment and feedback	<p>Pay for support to enable teaching staff to assess pupils' wellbeing and learning needs.</p> <p>Pay for support to enable teachers to carry out subject-specific assessments 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>Provide Pupils with additional needs with additional support as required. Providing Task management boards, Personalised booklets, visual timetables.</p>	Progress will be tracked against all targets set for each year group as outlined above.	<p>The recruitment of additional staff enabled teaching staff to focus on pupils' learning and to make meaningful assessments to build on next step learning focussing on missed key concepts or misunderstandings. Furthermore, this allowed for additional interventions to be implemented to address both loss of learning and emotional needs caused by the pandemic.</p> <p>Pastoral staff were able to support pupil's well-being and the Learning Mentor and SEMH champion provided additional support for pupils who had been significantly affected by the pandemic. Ensuring that pupils had the resources such as task management boards, social stories, visual timetables were all provided by the support staff.</p>	
Provide pupils with additional support as necessary	Provide the support in the development of resources to support teaching within the class. Ensure the environment continues to support pupil's learning in respect of a catch-up programme.	Assessments to ensure that next step learning is under constant review ensuring good progress.	<p>Team around the class meetings were used to identify and find solutions to any challenges in ensuring good progress is made in class. In some classes with higher levels of need, a range of resources (including SENCO support, STLS support and LIFT) were utilised to address challenges. Where needed, alternative provision was sought and secured.</p> <p>CPD with a focus on assessment opportunities, including use of check in activities, was provided for staff by the Key Stage 2 Leader of Learning alongside a WDAT Headteacher. This has supported teachers in being adept at reviewing learning and identifying next steps.</p>	

Targeted Support				
Priority	How the Grant was spent	How the effect of this expenditure will be assessed.	Review	Cost
Intervention programmes	<p>Programmes implemented to identified pupils for English and Maths (including spelling and times tables) to meet identified specific needs for individual and groups of pupils. Regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Reading Champions programme fully imbedded throughout all year groups to ensure pupils are extending their reading skills. This is aimed at pupils that have lost learning during lockdown and need additional support to build vocabulary, spelling and reading skills.</p> <p>Additional provision such as Thrive, SEMH Champion support focussed on particular groups of pupils to provide pastoral and emotional support. Where required small group support for English and Mathematics for those who are experiencing high level of anxiety.</p>	Progress will be tracked against all targets set for each year group as outlined above.	<p>Timetables have changed to provide pupils with the programmes required to access lost learning due to the pandemic. In KS1 additional phonics sessions were provided for those pupils who required them.</p> <p>Although the reading champions programme has been established, continued staff absence has continued to have a negative impact on the delivery.</p> <p>Thrive practitioners have been identified and have begun an intensive training programme.</p>	
Extended school time	Provide an in-house tutoring programme to run after school for identified pupils. This will cover English (reading and writing) and Maths (including spelling and timetables).	Track pupil's progress to ensure catch up.	<p>In-house tutoring programme for identified pupils for reading/writing/maths was established. This continued to be hampered by the on-going concerns around the pandemic, with isolation, infection and parental concerns interrupting attendance and ability to run clubs.</p> <p>Data demonstrates that tutoring supported pupils in catching up from missed learning, particularly in year 6. This ensured that pupils were prepared for their next stage in education.</p>	
Support for pupils with SEND	<p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.</p>	Progress will be tracked against all targets set for each year group as outlined above.	<p>For some pupils, additional support to enable them to return to the routines of school life has been required. In these instances, staff have communicated with parents/carers to set next steps and agree support to achieve this. Advice from Specialist Teachers has been sought and the LIFT process utilised. Provision Plans with specific, measureable targets allowed these pupils to re-establish appropriate behaviour in school and their ability to follow the rules and routines of the school again. An alternative provision has been initiated for some of these pupils to support learning behaviours.</p> <p>CPD was provided to all staff on the SEND strand of our Teaching and Learning Strategy, with a focus on utilising the mainstream core standards in order to meet specific needs. Additionally, CPD accessed by the AHT/SENCO and a member of the senior management team was completed with a focus on SEND and Learning Behaviours. As a result of this, an implementation plan for the introduction of a Social and Emotional Literacy programme (Zones of Regulation) was been created, with pilots due to be set up for the Autumn Term 2021.</p>	

Wider Strategies				
Priority	How the Grant was spent	How the effect of this expenditure will be assessed.	Review	Cost
Supporting parents and carers	Set up system to enable parents to access appropriate staff to support where there are concerns and anxieties.	Pupils to attend school Parents anxiety reduced.	<p>The attendance and pastoral team have continued to support both pupils and parents in ensuring children attend school. This continues to be an area which needs further work. Attendance has continued to be very inconsistent since March 2021, with rates dropping below national expectations at times.</p> <p>Parents were given an opportunity to access a parent helpline at specific times with the school's FLO and Learning mentor. Check in calls were also made regularly to those families that may benefit from support but that may not approach the school themselves. Additionally, parents/carers were able to use a newly established class email system to enable them to discuss their concerns regarding their children's learning or well-being.</p>	
Access to technology	<p>Provide support to access on-line learning and for teachers to deliver it. Provide practice sessions in school in case of lockdown.</p> <p>Support with devices beyond those of the government issue.</p>	High involvement of Home learning	<p>Home learning had been successful during lockdown, with most pupils partaking in the daily live sessions and others using the planners to access both on-line learning and learning set by the teacher via teams. The pastoral support team supported families in accessing the platforms to enable more children to engage in the learning.</p> <p>All devices provided by the DFE were provided to those pupils entitled to them. This enabled more pupils to have access to online lessons.</p>	
Well-Being Programme for staff and pupils	<p>Well-Being programmes provided for individual pupils and groups to ensure mental health is good.</p> <p>A pro-active well-being group initiated for staff to ensure morale is kept high .</p>	High attendance of pupils and staff.	<p>A series of CPD sessions for support staff was delivered to enable them to recognise the signs of poor well-being in pupils as well as provide them with strategies for how to support this and when to refer on. Thrive training for the AHT/SENCo and Learning Mentor was initiated to further support pupil well-being. The Learning Mentor and trained Teaching Assistants supported individual pupils and groups by providing activities and therapies (such as Lego Therapy) to support pupils' mental health.</p> <p>Although the staff well-being group had been active since March, the pandemic prevented some of the work that was required as social distancing and the Covid risk assessment prevented much of the activities etc from going ahead.</p> <p>A seminar for staff to attend around the Menopause was delivered through Cantium and this was hugely successful with high attendance. Additionally, senior staff also had training about how to approach staff who were experiencing the effects of the menopause.</p> <p>Each school in the WDAT identified an individual to be trained as an adult mental health first aider to support staff across the Trust. The impact of this role is beginning to be noticed, supporting and signposting services for individuals who require additional support and by providing a 'service' for staff to avoid stress/anxiety-related absence.</p>	