



## Covid-19 Catch Up Funding Premium Plan

| SUMMARY INFORMATION     |     |  |     |                                |         |
|-------------------------|-----|--|-----|--------------------------------|---------|
| Total number of pupils: | 212 | Amount of catch-up premium received per pupil: | £80 | Total catch-up premium budget: | £16,960 |

The Government has announced a £1 billion fund for education, split between a catch-up premium and a national tutoring scheme, to address the learning loss due to Covid-19. (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

This funding will be provided in 3 tranches: Autumn, Spring and Summer terms. The spending of this money will be down to schools to allocate as they see best. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

### CONTEXT:

- All pupil returned following the summer holiday – Attendance across Term 1 has been 97% +.
- Pupils have returned eager to learn and access the curriculum. Recovery curriculum has been completed across Term 1, enabling staff to provide a structure of core Maths and English learning alongside PSHE themed sessions to support pupils return to school.
- Start of year baseline assessments in Reading, Writing and Mathematics have been completed, in order to quantify the gaps in core learning following lockdown and the summer holiday.
- Catch up Premium will be targeted to provide support and intervention to directly close these gaps.



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### Planned expenditure

| For ALL children   |   |   |            |                            |
|--|---|---|------------|----------------------------|
| What will you do?  | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?   | Staff lead | When will you review this? |
| Focus on consolidation of basic skills                         | The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. | Opportunity for over learning and repetition, phonics sessions, reading sessions etc • Frequent, low stake assessment (quizzes, multiple choice, small tests) to assess understanding and retention | HT         | Feb 21 and July 21         |
| Additional lesson time on core teaching                        | Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.             | Book looks and overviews of timetables to ensure these areas are being focussed upon.   | HT         | Feb 21 and July 21         |
| Focus on reading and phonics in all year groups                | This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.  | Priority readers identified. Children heard read regularly. Phonics assessments carried out and gaps identified. Daily phonics lessons to take place.   | HT         | Feb 21 and July 21         |
| Assessment of learning and basic skills of identify gaps       | Baseline assessments carried out in all year groups to identify gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.   | PIRA/Whiterose hub/EYFS baseline assessments completed by end Sep<br>Gaps identified and planning reflects the needs of the children.   | HT         | Feb 21 and July 21         |
| Develop the outdoor provision for Reception and Year 1         | Encourage independence, social interaction and promote active lifestyles. Encourage language and communication.   | Observations of learning in EYFS  | EYFS/DHT   | Feb 21 and July 21         |
| Time spent on social interaction, mental health and well-being | This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.  | Feedback from staff and pupils  | HT         | Ongoing                    |



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| For SOME Children (Targeted academic support)                                    |  |  |                  |                            |
|--|--|--|------------------|----------------------------|
| What will you do?  | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?  | Staff lead       | When will you review this? |
| Additional time to practice basic skills.  | This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this. | Feedback from staff and children. Book looks and lesson drop ins will provide a clear picture of progress. | HT               | Ongoing                    |
| Catch Up Interventions: Boosters for Year 6 by HT in maths and reading           | Assessments will identify gaps and children will be targeted according to need   | Observations of interventions and book looks will provide a clear picture of impact                        | HT               | Ongoing                    |
| Catch Up Interventions: Targeted interventions for children in Year 1 to Year 5. | Assessments will identify gaps and children will be targeted according to need   | Observations of interventions and book looks will provide a clear picture of impact                        | HT/DHT/<br>SESCO | Ongoing                    |



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| Wider Strategies  |  |   |                     |                                |
|---|--|---|---------------------|--------------------------------|
| What will you do?   | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?   | Staff lead          | When will you review this?     |
| Increase the number of 1:1 ELSA sessions available – three afternoons a week  | This is an evidence based approach designed to support children's social and emotional needs. ELSA's have a half termly supervision session with the school's Educational Psychologist.  | Supervision sessions and feedback form ELSA on sessions with pupils   | HT<br>ELSA          | February 2021 and July 2021    |
| Children with additional social and emotional needs are well supported in new school life   | Teachers remind children of the new Covid 19 rules- what it means for them.<br>Class teachers implement strategies to support children such as placement in classroom etc<br>Assemblies via "The Anchor Room" to bring all children together | Observation of behaviour through learning walks of the school.  | HT<br>ELSA<br>Staff | February 2021 and<br>July 2021 |
| We will provide technology at home where it may be lacking the school has plans to purchase technology for use at home. This will be in addition to any provided by the DfE. Increase access to web-based learning at school for intervention groups. | DFE provided 5 Chrome Books. Purchase of licenses and configuration Purchase a further 30 chrome books for home learning/extra use in class for catch up.  | Chrome books are allocated to those pupils who have limited access to devices. Chrome books will be used to facilitate catch up sessions at school. | HT                  | February 2021                  |