

Covid-19 Catch Up Funding Premium Plan



SUMMARY INFORMATION

Total number of pupils:	424	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£33,920
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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.

STRATEGY STATEMENT

This coming academic year will be different to any other year. We cannot simply pick up where we left off, nor can we rely on past plans, or 'off the shelf' planning. We may have to review, audit and adapt our planning on many occasions.

We will work together to ensure that children are happy, settled, secure and helped to learn and make progress from their individual starting points. We are committed to ensuring that school life returns to as close to 'normal' for our children as possible. We expect that the curriculum that we had planned for this year will be in place, un-adapted, and in full from September 2021.

The principles at the heart of our Covid Catch-up Strategy are:

- The prioritisation of children and staff's mental and emotional wellbeing, including the opportunity to exert themselves physically.
- Ensuring children from disadvantaged backgrounds are prioritised for all interventions and support as are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life.
- Focussing on re-socialisation into school routines and the re-establishment of speaking and listening skills.
- That if children have forgotten aspects of the foundations of Reading, Writing or Maths already covered; then opportunities for re-teaching and practicing this content, to regain momentum in reading and phonics will be provided.
- Ensuring we offer every child an outstanding and exciting curriculum in all subjects.

Planned expenditure

For ALL children (Quality Teaching)				
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?
Work through well sequenced, purposeful learning schemes. Purchase adapted plans that have been purpose written for catch up.	Our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded.	Subject lead monitoring, book looks, Phase meetings, feedback from teachers	MM	January April July
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	Pupil progress meeting to focus on data from key areas. Subject lead monitoring	MM	January April July
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 foundation subject areas may be taught as blocked days rather than weekly lessons in the autumn term.	Pupil progress meeting to focus on data from key areas. Subject lead monitoring	MM	October January
Focus on early reading and phonics. Increase number of phonic and quality texts available	This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.	Phonic data reviews as part of pupil premium Book audit and order new stock	JB	October January April
Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.	Identify children's starting points using low stakes assessments. Include research based high quality teaching strategies (EFF) – metacognition, working memory, etc. to aid memory retention. Regular reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need?	Subject lead monitoring, book looks, Phase meetings, feedback from teachers	RH	October January April
Provide funded attendance at extra-curricular clubs to rebuild friendships, support physical & mental wellbeing.	Physical, mental health, wellbeing and social skills development be at the core of all recovery work as many children will have not been in formal school setting for a number of months.	Feedback to SLT and from children/ class teachers	MM	October January April
			Total budgeted cost:	£5,450

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?
Provide small group 'booster' sessions, in addition to the school day. (Children in KS2)	Additional support and focus on basic core skills and gaps that cannot be addressed in normal lesson time. Using class teachers means that they can be responsive to children's developing needs. Children to attend the groups dependent on need as identified through ongoing assessment.	Entry and exit assessments, observations of sessions.	RH/ RM	October January April
Provide access to regular short burst tutoring during the school day (Phonics KS1)	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 there will be flexibility on timetables to allow this. These sessions will be led by experienced KS1 staff	Entry and exit assessments, observations of sessions.	JB/ RH	October January April
Provide access to regular short burst tutoring during the school day (Developing Reading for children in Year 1-4)	The Lightning Squad is a FFT developed paired tutoring programme. Most pupils spend 12 weeks working on the tutoring programme to catch-up their reading skills, with daily 30-minute tutoring sessions in school. Research has demonstrated that pupils make learning gains of between 3 and 5 months in reading attainment	Entry and exit assessments, ongoing tracking	JS/ AB/ RH	January April June
Provide additional access to specialized support programmes: (Reading Recovery/ 1 st Class @ Number/ Success@ Arithmetic)	Reading recovery has a proven record of significantly raising attainment in reading in a relatively short period.	Entry and exit assessments, ongoing tracking	JS / RM	January April June
			Total budgeted cost:	£19,500

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?
Purchase additional devices (Chromebooks)	Children will be able to access online tutoring during the school day. Disadvantaged children, and all children in KS2 will be able to continue learning during any further bubble closures	Feedback to SLT and from children/ class teachers	MM	December April
Increase the number of 1:1 ELSA (Emotional Literacy Support Assistants) sessions available	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	JS	October January April
Increase the number of Drawing and Talking sessions available	This is an internally managed, recognized therapeutic activity which is an outlet for children to express their emotions.	Feedback from sessions, monitoring	JS	January May

Provide opportunities for children to attend cultural and sporting events (in person or online)	Cultural Capital broadens children's horizons and aspirations. Covid restrictions have impacted on opportunities for children to engage in these activities.	Feedback from children/ class teachers/ parents	MM	January May
Sufficient time is given to the development and implementation of the plan - cover or additional hours are budgeted for when needed.	The plan is well considered, impact is carefully reviewed and best practice and value for money is embedded	Monitoring from SLT/ Governors	RM	October January April
			Total budgeted cost:	£8,940