

Coronavirus (COVID-19) Catch-Up Premium Statement 2020-21



What is the COVID-19 Catch-Up Premium?

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Department of Education statement:

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide: <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools>

How much COVID-19 Catch-Up Funding will we receive?

The catch-up premium is funded on a per pupil basis at £80 per pupil (based on the number of children on roll in the most up-to-date census information). The funding is allocated to schools in three tranches.

In 2020-21 we expect to receive £21,120

How is funding allocated?

The COVID-19 Catch-up funding has been allocated to the following provision, but does not cover the total cost.

What are the potential issues identified as a result of the COVID-19 disruption to education? (Ofsted Covid-19 series: briefing on schools, October 2020)

- Some children regressing in key skills due to lack of engagement with home learning
- Loss of reading and writing stamina
- Gaps in learning appearing due to chunks of missed curriculum learning
- Regression in communication and language skills
- Social and emotional difficulties
- Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period

How we plan to spend the COVID-19 Catch-up Funding to overcome these barriers:

Employment of a full-time HLTA/NQT qualified to support year groups with delivering the following provision:

Provision	What potential issues does this address?
Targeted Academic Support - Maths	<p>Small group tuition for KS2 children who we have identified as having gaps in their mathematical knowledge and understanding. Targeted support is based around specific areas of need and is planned alongside our daily taught mathematics sessions</p> <p>Potential issues addressed: - Gaps in learning appearing due to chunks of missed curriculum learning, Some children regressing in key skills due to lack of engagement with home learning</p>

One to one tuition (1:1) and targeted small group support for identified Key Stage 2 pupils	<p>Personalised tuition is planned for identified KS2 children who are achieving below age related expectations in reading, writing or maths. This personalised learning – targeted at gaps identified from baseline assessments - ensures that children rapidly make accelerated progress to fill identified gaps in learning</p> <p>Potential issues addressed: - Some children regressing in key skills due to lack of engagement with home learning, Loss of reading and writing stamina, Gaps in learning appearing due to chunks of missed curriculum learning, Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period</p>
<p>Targeted Academic Support:</p> <p>Reading Recovery (Upper School)</p>	<p>Delivered by the academic teaching assistants, including the newly appointed HLTA, to pupils in Year 5 and 6. The focus will be in the consolidating the core skills developed within guided reading (retrieval, inference) and develop targeted pupils' fluency and accuracy.</p> <p>Potential issues addressed: - Some children regressing in key skills due to lack of engagement with home learning, Loss of reading and writing stamina, Gaps in learning appearing due to chunks of missed curriculum learning, Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period</p>

In addition, the school funds the following targeted provision:

Provision	What potential issues does this address?
Reading intervention and purchases of Resources	<p>In order to sustain/accelerate progress in Reading, participating pupils will receive daily support. TA's who deliver this programme will have received additional training in reciprocal reading strategies to support accelerating progress of individuals.</p> <p>Potential issues addressed: - Some children regressing in key skills due to lack of engagement with home learning, Loss of reading and writing stamina</p>
Special Educational Needs Coordinator (SENCo)	<p>We have extended the SENCo's non-contact time to prioritise targeted and higher needs provision planning, delivery and evaluation across the school. The SENCo will coordinate the extensive interventions at our school to the most vulnerable pupils. Our SENCo oversees and monitors Individual Education Plans for pupils who need additional support, and manages Statements of Educational Need for pupils who have more complex learning needs. Our SENCo supports a small team of Learning Support Assistants who deliver interventions in small groups to targeted pupils.</p> <p>Potential issues addressed: Social and emotional difficulties, Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period</p>
Lower KS2 – extension of TA hours to provide 1:1 and small group support	<p>To ensure that all pupils, particularly the most vulnerable, are well supported in their development within the core curriculum areas, we have extended the hours of a number of support assistants (over and above the allocated class TA time) to support the delivery of interventions.</p> <p>Potential issues addressed: - Some children regressing in key skills due to lack of engagement with home learning, Loss of reading and writing stamina</p>
Thrive Training	<p>Specific whole-school based approach to developing support for all pupils, specifically those presenting as requiring targeted support for social and emotional difficulties. The SENCo is to undertake trainer qualification, in preparation for leading whole school CPD and implementation.</p> <p>Potential issues addressed: - Social and emotional difficulties, Lack of targeted Special</p>

	Educational Needs and Disabilities (SEND) support during the lockdown period
Pastoral Lead and Pastoral Support Assistants Team	<p>We employ a Pastoral Coordinator and a four Pastoral Support Assistants who provide support for individual children across the school.</p> <p>Additional training (from external partners) to be delivered to skill staff in managing more challenging support as a result of the pandemic.</p> <p>Potential issues addressed: - Social and emotional difficulties, Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period</p>

How do we measure the impact of the COVID-19 Catch-Up Funding?

As with all government funding, school leaders and governors must be able to account for how the money is being used. The overall effectiveness and impact of the funding is evaluated regularly through year group meetings and more formally during Pupil Progress meetings which involve representatives from the SLT, our Pastoral team, the class teacher and teaching assistants.

In evaluating the impact of the funding, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;
- pupils books
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

In addition, the impact and spending strategy for this catch-up premium will be reviewed at designated full governing body meetings throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how schools are using the funding to ensure the curriculum has a positive impact on all pupils.

We will review the impact of our COVID-19 Catch-up spending termly, including external review with our School Improvement Partner, and adapt our strategy according to specific group needs. Impact data is formally shared with Governors on a termly basis and our strategy reviewed and approved.