

Covid Catch Up Funding 20-21

Background

“Covid Catch Up funding is a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.” “Schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools’ baselines in calculating future years’ funding allocations.”

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Our school’s total allocation is £14960 for the academic year 20/21.

There are a number of factors affecting children’s attainment directly and indirectly relating to the pandemic: children’s response to this in our school was varied, ranging from those who managed well, with high levels of engagement in the remote learning set, to those who have found the situation very difficult to manage. Consequently, attainment together with mental health and wellbeing have been significantly affected for some children.

It is highly unlikely that a single approach to help pupils make up for lost teaching time will be enough and evidence suggests that a sustained response will be the most effective. (Source = Education Endowment Fund). The Covid Catch up premium is welcomed, however, as a school we have needed to put in place a careful selection of strategies to address the needs of this particular school year and going forward. These strategies, under the headings of teaching, targeted support and wider support, are outlined below. Reading this alongside the Pupil Premium document is also important as children who are disadvantaged are also more likely to have found time away from teaching and school a difficulty.

Teaching

- Quality First Teaching is critical. We plan to enable this with continued professional development and support for teachers, together with time and support to manage their own mental health and wellbeing.

- Assessment and Feedback - across all subject areas in a variety of appropriate ways, ensuring that children's attainment is understood and acted upon appropriately.
- Focus on reading in all classes - whole class teaching, time to read (ERIC = everyone reads in class), phonics teaching and alignment with refreshed reading scheme.
- Improving children's mental health and wellbeing by:
 1. introducing increased and protected time in the curriculum to teach whole class and individual PSHE, focus on identifying emotions with children and learning self regulation
 2. Outdoor learning in forest school at least bi weekly
 3. Art sessions at least bi weekly to consolidate mental health strategies
- Teaching a broad and engaging, knowledge and vocabulary rich curriculum.

Targeted support

- Same day catch up sessions in class for key areas of numeracy and literacy, pre and post teaching.
- Teacher led targeted small groups
- Specific interventions in key areas of numeracy and literacy
- Play therapy
- Lego therapy
- Nurture groups
- Development of safe spaces and specific support on transition.
- Reading and early language support for reception / Y1.

Wider support

- Continued development of parent and family relationships, ensuring parents are aware of attainment and support in place, via reporting and regular teacher contact.
- To identify vulnerabilities and provide, signpost or signal support needed.
- Shared behaviour policy, consistency of language across school, with positive behaviour management and sharing of successes with other staff
- Pupil voice - ensuring that children are heard and that their views are considered and acted upon appropriately.

Measuring successful use of Covid Catch up Premium

There are specific measurements for interventions - for example, if a child begins play therapy, there will be targets set and monitored individually relating to the child's individual circumstances.

We also have a whole school survey of children's mental health and wellbeing, which was run in December by class and by named children. This indicated issues children felt were difficult for them and strategies they were aware of.

Attainment measures - children are assessed half termly in key subject areas. Using these assessments, together with information from class work, teachers are able to assess whether children have increased attainment levels and target work accordingly. In September, on return to school, children were tested using the previous year group's end of year assessment papers and these indicated a good deal of catch up required across the board. By November, as a result of strategies indicated in this document, good progress was clear for the vast majority, and where that was not the case, teachers and senior leaders made contact with families and planned further interventions as needed with the SENDCo / Curriculum leads. Assessment will continue similarly, although adaptations will need to be made due to partial school closure.

