



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 £15,680

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 qualified Intervention teacher to lead the following provision:

Provision	What potential issues does this address?
Targeted Academic Support - Phonics	<p>Daily small group tuition for KS1 children who we have identified as having gaps in their phonological knowledge and understanding. Targeted support is based around specific areas of need and is planned alongside our daily taught phonics sessions.</p> <p>Emphasis was placed upon children who were taking their Year 2 Phonics Screen in the Autumn term and targeted support was devised for children who required catch-up.</p>



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



	<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>
Targeted Academic Support - Maths	<p>Daily small group tuition for KS1 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 KS1 and 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>

In addition, the school funds the following targeted provision:

Provision	What potential issues does this address?
Bear Necessities	<p>In order to sustain and accelerate phonics blending and decoding, participating pupils receive daily support. TA's who deliver this programme have received specialist training.</p> <p>Potential issues addressed: - Regression in phonic knowledge and development due to a lack of engagement with home learning and a loss of fluent reading with blending and decoding.</p>
Dancing Bears	<p>In order to sustain/accelerate progress in Reading, participating pupils receive daily support. TA's who deliver this programme have received specialist training.</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>
Speech Link	<p>This programme is delivered by a trained adult who makes an assessment of children's Speech and Language requirements. Children in Reception are assessed and any in year admissions are assessed with this programme.</p> <p>Potential issues addressed: - Some children regressing in key skills of language and communication due to lack of socialisation and engagement with home learning</p>
Specialist Teacher Services Special Educational	<p>We employ a specialist STS teacher from the Early Intervention Service who manages interventions at our school to the most vulnerable pupils. Our SENCo draws up and monitors Individual Education Plans for pupils who need additional support, and manages Statements of Educational Need for pupils who have more complex learning</p>



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Needs Coordinator (SENCo)	<p>needs. Our SENCo manages 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>
Educational Psychologist	<p>We employ an Educational Psychologist through Warwickshire Educational Psychology Service. She will meet with children who are most vulnerable in school to ensure the needs of the child are met by school staff.</p> <p>Potential issues addressed:- Social and emotional difficulties, Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period.</p>
Foundation Stage / Year 1 – additional TA support	<p>To ensure that all pupils, particularly the most vulnerable, are well supported in their development of communication and language, we have employed one additional support assistant (over and above the class TA) to support full-time in Reception and Year 1.</p> <p>Potential issues addressed: - Regression in communication and language skills, Social and emotional difficulties</p>
'Thrive' training	<p>We have started Thrive® training to support Early Help. Thrive® will promote young people's mental well-being and learning. It will also facilitate optimal well-being during these unprecedented times.</p> <p>Potential issues addressed: - Thrive® promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.</p>
Early Help Support / Trauma Training	<p>Staff to be trained in Early Help to ensure that families are supported and can be signposted to the correct services.</p> <p>Potential issues addressed: - Staff are aware of how Early Help can support families in crisis.</p>
Third Space Learning	<p>Third Space Learning have been enlisted to engage with children who are falling behind in Maths. They offer tailored one to one tuition that gives targeted support for the children. This support is personalised to their own level, which helps children to make progress and achieve Age Related Expectations. Third Space fills in little gaps that hold children back.</p> <p>Potential issues addressed: - Regression in maths due to lockdown. 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>



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

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 phase meetings and more formally during half termly Pupil Progress meetings which involve representatives from the SLT as well as the class teacher and phase leader.

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
- subjective, 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 every full governing body meeting 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 half 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.