

# Covid-19 'Catch up' Statement

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

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, meaning we are in receipt of £16,320 for the 2020-2021 academic year. 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.

## WHAT ARE OUR AIMS?

**There are two aims for "the return to school" at Christ Church CofE Primary School:**

*The mental health and wellbeing of pupils are prioritised and supported by the school.*

*Through an ambitious recovery curriculum, the attainment of pupils at the end of this academic year for all will be at least broadly be in line with outcomes at the end of the 2019/2020 academic year.*

## HOW WILL CATCH UP PREMIUM BE SPENT?

**At Christ Church CofE Primary School, the catch-up premium funding will be used in order to provide:**

*Additional staffing capacity to help accelerate the progress of children who have been identified as needing "catch up" in their learning.*

*Where required, resources or support for the well-being and mental health of pupils adversely effected by the pandemic.*

## Catch Up at Christ Church CE Primary School

Catch up at Christ Church is characterised by the following approaches:

### WHAT IS THE 'RETURN TO SCHOOL' OFFER FOR ALL PUPILS?

**Working through well sequenced, purposeful planned learning.** For example, our school-created plans are being adapted to focus on missed objectives and consolidate the basics.

**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.

**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 or weeks in the summer term, such as Arts or DT.

**Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

**Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.

**Time spent on mental health, wellbeing and social skills development.** This will be at the core of our work, particularly at the start of the 'return to school' offer, as many children will have not been in formal school setting for a number of months.

#### **WHAT WILL THE RETURN TO SCHOOL OFFER BE LIKE FOR SOME PUPILS?**

**Additional support and focus on basic core skills provided by the class teacher.** The extra capacity is provided by the temporary use of additional staffing such as cover supervisors by utilising catch up premium funding. The focus of this additional support is identified through ongoing assessment.

**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.

#### **HOW WILL THE PROGRESS OF PUPILS BE CHECKED?**

It is highly important for pupils to receive the right intervention, support and teaching at the right time as pupils return to school. It is therefore critical that assessment is thorough, high quality, formative and ongoing. Crucially, high quality assessment also provides the opportunity to identify the impact of how the catch-up premium is being spent.

Prior to the return to school of pupils, assessment and tracking processes and procedures were adapted to:

- Identify where gaps have appeared in learning
- Allow teachers to propose and action plan how those gaps are closed via the additional support they can provide after the catch-up premium has been deployed.
- Increase the volume of moderation opportunities to discuss the progress of pupils formatively.
- Provide a mechanism to show and identify the progress pupils have been making to 'catch up', especially in the summer term of 2021.

The above approach will allow senior leaders to clearly identify where the catch up premium has had its highest impact and where this best practice can be applied elsewhere.