

COVID-19 Catch-up Premium 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 for 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 £37,840

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)

- Social and emotional difficulties linked to COVID-19
- Some children regressing in key skills due to lack of engagement with online learning
- Loss of reading and writing stamina and skills
- Gaps in learning appearing due to chunks of missed curriculum learning
- Regression in communication and language skills
- Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period

What we expect to see:

We believe outstanding teaching and learning is key to the progress of all pupils. This remains a consistent and relentless focus.

Main Barriers

During Lockdown 3 (January 2021), the school saw attendance drop to 22% of the total school population. The school provides remote learning via Microsoft Teams, which includes daily live lessons N-Y6, online learning activities, interventions for identified children, regular pupil and family contact, paper packs of learning activities for pupils unable to access online provision, provision of laptops and internet access for families needing support with accessing online provision, in school provision for children eligible to attend.

The main barriers faced by our pupils are linked to social emotional mental health. Following assessment of all children during the Autumn term 2020, many were identified as needing SEMH support, which can greatly affect a child's ability to learn and retain new learning if not adequately addressed. Emotional health and wellbeing is paramount to supporting all learners, and this is a key factor in the improving academic standards of all pupils. As a result, we will use the grant to invest in a growing wellbeing team who not only support pupils but their families also.

Catch-up Premium Funding 2020-21

Allocation: £37,840.00 (Overseen and co-ordinated by SLT)

How funding is being spent	How/when measured	Impact
Full-time Learning Mentor to address SEMH needs in children identified by senior leaders	<p>Boxall Profile scores improve (by progressing towards the 'normal indicators') by the end of the Nurture course</p> <p>100% of pupils feel more positive about school by the end of the Nurture Programme</p> <p>All Nurture pupils have demonstrated at least a 50% reduction in behaviour incidences following the programme</p> <p>All children supported feel less anxious about COVID-19 (and any other identified issues), and are then able to make rapid gains within their academic progress.</p>	
Daily Wellcomm targeted intervention for oracy, language and communication - delivered to target identified pupils in order to make accelerated progress (bespoke to gaps identified and can be delivered either as 1:1 or small group intervention)	<p>At least 80% of EYFS cohort achieve ARE in communication/Oracy skills</p> <p>Additional short-term TA support to be purchased by the school as needed to facilitate intervention.</p>	
Daily targeted intervention for Phonics (KS1 – covering reading and writing) - delivered to target identified pupils in order to make accelerated progress (bespoke to gaps identified and can be delivered either as 1:1 or small group intervention)	<p>At least 80% of targeted children make at least accelerated progress.</p> <p>Additional short-term TA support to be purchased by the school as needed to facilitate intervention.</p>	
Daily targeted intervention for Reading (KS2) - delivered to target identified pupils in order to make accelerated progress (bespoke to gaps identified and can be delivered either as 1:1 or small group intervention)	<p>At least 80% of targeted children make at least accelerated progress.</p> <p>Additional short-term TA support to be purchased by the school as needed to facilitate intervention.</p>	
Daily targeted intervention for Writing (KS2) - delivered to target identified pupils in order to make accelerated progress (bespoke to gaps identified and can be delivered either as 1:1 or small group intervention)	<p>At least 80% of targeted children make at least accelerated progress.</p> <p>Additional short-term TA support to be purchased by the school as needed to facilitate intervention.</p>	
Daily targeted intervention for Maths (KS2) - delivered to target identified pupils in order to make accelerated progress (bespoke to gaps identified and can be delivered either as 1:1 or small group intervention)	<p>At least 80% of targeted children make at least accelerated progress.</p> <p>Additional short-term TA support to be purchased by the school as needed to facilitate intervention.</p>	
1:1 and/or small group tutoring after school (6 week programme) for children identified by the school to address learning gaps	<p>At least 80% of targeted children make at least accelerated progress.</p> <p>Additional short-term TA support to be purchased by the school as needed to facilitate intervention.</p>	

In addition, the school already funds the following provision:

- X1 full time Learning Mentor
- X2 part time Nurture mentors
- X1 Child and Family Lead
- X1 TA in each year group to deliver bespoke interventions
- X1 FTE Special Educational Needs Co-ordinator

How do we measure the impact of the COVID-19 Catch-up Premium?

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 pupil progress meetings which involve representatives from the SLT, MLT, Inclusion team as well as the class teachers.

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;
- pupil outcomes in books/online submissions;
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.;
- learning walks undertaken by school leaders;
- Observations undertaken by school leaders and/or external agencies working with the school.

Through the correct targeting of the COVID-19 Catch-up Premium, we expect to see:

- Reduced SEMH need across the school;
- Improve levels of attainment and progress;
- Close attainment gaps;
- Enhance the school experience for all pupils.