



Covid-19 'Catch up' Premium

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 predicting we will be in receipt of £4,0480 (51 x £80). 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.

At Wray Primary School, this money will be used in order to provide:

- curriculum resources and materials that support "catch up" and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for "catch up" at Wray Primary School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

Catch Up at Wray Primary School

For all children:

- **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. In order to keep a broad and balanced curriculum, we are making purposeful and meaningful links with foundation subjects to give more time to key skills.
- **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 is at the core of all catch up work as many children were not in formal school setting for a number of months. The impact of this has become evident and staff have been trained to deal with children who have been affected by change or loss.

For some children:

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as 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.

Outline of Catch Up Spending

Catch Up Premium
allocation: £4,080

Allocated to	Amount	Impact
Pupil Support at Level 2b (8 hours per week)	£3000 (allocated for 30 weeks, Oct - July)	Pupils supported through planned interventions to provide tailored and well managed programmes to meet their needs
Subsidise training for staff to enable support and appropriate interventions	£750	
Learning Resources	£40	Fast Track Phonics (£40) Other teaching resources (£50)
Running Total of Spending	£4080	

Review February 2021:

- Two TAs have had additional hours to run intervention groups and to further support children in class- interventions include; lego therapy, Maths interventions using NCETM materials targeted and springboard and targeted interventions from gaps in children's learning after assessment by the class teacher.
- In January 2021 during 'lock-down' it was decided that some of the TA hours would be used to provide 1:1 sessions with children online and also in school to help them to access their work and also help to motivate them and address any problems. This was offered to all pupils not attending school and also to those in school identified by the class teacher.
- One TA has received training in anxiety in children and is now delivering 1:1 sessions with children at the request of class teachers.
- When children return to school class teachers will assess the children again and the interventions with the TA will begin again.