

## Use of COVID-19 Catch Up Funding 2020-21



*“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest-hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.*

*We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes 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.”*

Department for Education website, 2020

At Priory Catholic Primary School, we welcome the additional funding to support pupils in catching up their missed education in the 2019-20 academic year. Our school has taken a bespoke approach to the use of this funding, based upon educational research and best practice recommended by the Education Endowment Foundation (EEF).

<b>Allocated funding for COVID catch up – St Margaret Clitherow Catholic Primary School - £6480 (approx.)</b>	
<b>Total number of pupils</b>	<b>74</b>
<b>Total number of pupil premium</b>	<b>22 (30%)</b>
<b>Number of pupils with SEND</b>	<b>24 (1 EHCP) (32%)</b>

<b>Review Dates</b>	<b>Dec 20/Feb 21/ Apr/21/Jun/21</b>
<b>Known impact of COVID-19 school closure</b>	<ul style="list-style-type: none"> <li>• Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown</li> <li>• Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown</li> </ul>
<b>Key priorities</b>	<ol style="list-style-type: none"> <li>1. Ensure all children are attending school regularly</li> <li>2. Ensure children are emotionally ready for returning to formal learning</li> <li>3. Ensure consistent high-quality teaching and learning across the school</li> <li>4. Ensure identified children have access to necessary 'catch up' interventions</li> <li>5. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home</li> </ol>

Activity	Purpose	Cost	Success will be measured by:	Outcomes
TA releases Thrive trained staff to carry out interventions as well as specific play therapy with identified pupils.	Identified children receive tailored intervention to support their mental health.	£5065	Support and intervention is in place to meet the social, emotional and mental health needs of identified pupils, particularly at times of transition and unstructured times.	Children are settled with their peers and are emotionally ready to learn.
TA employed to release staff that know children well to carry out targeted interventions	Targeted catch-up reading, writing and maths for identified pupils.		Entry and exit formative assessment data based on phonics sets 1-11, phonics	Number of pupils meeting age-related expectations and in school benchmarking is in line with pre-key stage data.

			screening scores, running records.	
Reading Interventions	Targeted one to one reading to support children that did not read during lockdown catch up.		Star reading formative assessment data from interventions plans as well as summative assessment data, e.g. termly teacher assessments, phonics screening scores, reading assessments etc.	% pupils achieving at age-related expectations or at a greater depth in reading is closer to the targets based on their previous key stage data rather than their start of year attainment data
Use of an academic mentor, or tutor to carry out targeted maths intervention	Targeted small group work to catch up on learning in mathematical concepts.	£1400	Entry and exit formative assessment data, elicitation tasks and end of intervention	% pupils achieving at age-related expectations or at a greater depth in maths is closer to the targets based on their previous key stage data rather than their start of year attainment data
<b>In addition to the allocated funding the school have also:</b>				
Purchased 4 additional chromebooks	To ensure disadvantaged pupils can access the curriculum for remote learning in the event of self-isolation.		Engagement with home learning activities is in line with peers and school expectations, due to availability of devices and confidence in using access technology successfully.	Pupils without devices at home are able to access remote learning successfully in the event of self-isolation or bubble closure.
Train staff in the use of Rosenshine Principles.	The school recognise that quality first teaching is the most beneficial to support children with their progress in learning.		Teaching is of high quality with consistent pedagogy used across the school.	% pupils achieving at age-related expectations or at a greater depth is closer to the targets based on their previous key stage data rather than their start of year attainment data

Staff build on their understanding of googleclassroom and use this to support learners at home.	Children learning from home are well supported to ensure they keep up with the curriculum.		Engagement with home learning is at a high level and staff are able to monitor progress.	% pupils achieving at age-related expectations or at a greater depth in maths and English is closer to the targets based on their previous key stage data rather than their start of year attainment data
Created access to IXL for all pupils.	To support learning in maths and English using a blended approach.		Engagement with home learning is at a high level and staff are able to monitor progress.	% pupils achieving at age-related expectations or at a greater depth in maths and English is closer to the targets based on their previous key stage data rather than their start of year attainment data
Family Support Worker one day a week	The school recognise that many families are struggling having spent extended time in lockdown, the loss of employment and increase of domestic violence.		School records evidence needed support is in place.	Families feel supported and are able to seek and receive advice as needed.
Early Years staff are released to train on the implementation of the NELI (Nuffield Early Language Intervention) programme.	20-week intervention designed to improve the language skills of reception age pupils		Entry level data and the language assessment programme.	Children's oral language and early literacy skills progress at a least a good rate from early starting points.
Lunchtime provision in the ARC	Provide bespoke social, emotional, pastoral		Entry and exit formative assessment data.	Children's social emotional skills have shown improvement and they are

	interventions for targeted pupils			more confident and ready to learn.
Lego Therapy	Intervention to develop communication & social skills		Entry and exit formative assessment data.	Children are more socially competent and are emotionally ready to learn.
Outreach support for SEMH	Support for named pupils experiencing social, emotional and mental health difficulties		Entry and exit formative assessment data (Pre and post Behaviour Threshold) and Boxhall Profile)	Children are able to manage their emotions and behaviours more successfully so that they are emotionally ready to learn.