



## St Paul's CofE Primary School- Covid 19 Catch Up Premium Funding (2020-21)

Number of pupils in school YR – Y6	390
Proportion of Pupil Premium Children	30%
Catch-up Premium allocation	£31,040
Publish Date	September 2020
Headteacher	Mrs Louise Kaye
Chair of Governors	Mr Andrew Harrow
Known impact of Covid school closure	<ul style="list-style-type: none"> <li>• Increased gaps in reading, writing and maths for a large number of children, particularly 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>
Key priorities	<ul style="list-style-type: none"> <li>• Ensure all children are attending school regularly.</li> <li>• Ensure children are emotionally ready for returning to formal learning.</li> <li>• Ensure consistent high-quality teaching and learning across the school.</li> <li>• Ensure identified children have access to necessary 'catch up' interventions</li> <li>• Ensure all children's home learning is not inhibited due to the lack of technology available to them at home should another school closure occur.</li> </ul>

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. 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.

### Spending

At St Paul's, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get "back on track". These include Reading Eggs, Reading Eggspress. Phonics Play, Spelling Frame, Times Tables Rock Stars. During the Autumn term, a group of identified children took part in a Third Space Learning Maths intervention.

- Fund additional staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.
- Provide additional support for mental health, for example, Elsa.

## Aims

The broad aims for “catch up” at St Paul’s Primary:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

## Catch Up at St Paul’s is

*(For all children)*

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created skills progression documents for writing and reading are being followed with a greater focus on missed objectives and time being given to consolidate the basics. In maths, we will utilise the White Rose planning and ensure that the ‘Ready-to-progress’ criteria, published by the DfE, is incorporated within our planning.
- **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, planning for the wider curriculum will ensure they incorporate additional opportunities for children to apply the basic skills.
- **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 all catch up work as many children will have not been in formal school setting for a number of months.

- **High quality 'suites of learning' available for children who are well but self-isolating at home.** Work will be sent to children, mainly consisting of a revision of basic skills to ensure children continue to make progress despite isolating at home.
- **Ensure all children are attending school regularly.** Monitor attendance daily and liaise with parents/carers whose children have low attendance or who are reluctant to send children to school due to Covid. Log Covid related absences separately and track return to school dates. Work closely with Surrey's Inclusion Officer to ensure all children return to school after lockdown.

*(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 the 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.
- **Additional 1-1 or small group Elsa interventions.** Children who previously took part in Elsa will continue. Any children who have been identified by their teacher as having high anxiety on returning to school will be allocated time on the Elsa programme.

#### **Catch up at St Paul's IS NOT:**

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking