St. Mary's Catholic Primary School Coronavirus (Covid-19) Catch Up Premium

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). Many children, particularly the most vulnerable pupils and pupils from disadvantaged backgrounds have been most affected by extended time from school.

The catch-up premium is funded at £80 per pupil. This will be based on the previous year's census and will not include nursery pupils, meaning the school will receive £13,520. The Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all pupils and school will use this guide to make best use of the funding.

The EEF guidance suggests a 3-tiered support strategy approach:

1.*Teaching*

- High- quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2.*Targeted Academic Support*

- High- quality one-to-one and small group tuition
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational needs and Disabilities (SEND)

3. *Wider Strategies*

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning Curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

St. Mary's Catholic Primary School will use the funding to:

- Raise the attainment of all pupils to close the gap created by COVID-19 school closures
- Reduce the attainment gap between disadvantaged pupils and their peers
- Support the mental health needs of pupils which have arisen as a result of the pandemic

For all children we will focus on:

- **Early reading and phonics:** These areas are always a focus in school. We will continue to develop children's reading ability and vocabulary in order for them to be able to access all curricular areas.
- **Monitor learning of basic skills to identify major gaps:** A variety of assessment opportunities will be used to teachers to identify gaps in learning so they can adapt their teaching accordingly.
- **Consolidation of basic skills:** identifying and addressing gaps in pupils' core skills, developing knowledge and understanding in areas such as spelling, punctuation and grammar, four rules of number, times tables, reading skills and handwriting.
- **Planning for additional time to teach the core subjects:** Increased reading, writing and mathematics time to teach 'missed learning', while keeping a broad curriculum.
- **The mental health, wellbeing and social development of pupils:** Promoting a variety of strategies, techniques and programmes, such as Time to Be Me, to address the mental health, well-being and social needs which have been identified since returning to the school environment.
- **Access to technology:** Ensuring all pupils have access to devices required to access the school's learning platforms, required for remote learning, homework, intervention programmes and virtual assemblies.

For some children we will focus on:

- **Providing additional support and focus on basic core skills:** We will use assessment to identify pupils who require additional support to the quality first teaching, providing additional staffing to deliver interventions.
- **Providing additional time to practice basic skills:** Flexibility within the timetable to enable some pupils to benefit from extra sessions, for example, in phonics, reading, writing and mathematics.
- **Pre-teaching sessions:** Enabling pupils to have a "practice run at the skills required for the lesson" so that they can participate fully in the lesson and achieve the intended outcomes for their learning.
- **Providing access to an Emotional Literacy Support Assistant (ELSA):** addressing pupils' mental health and well-being needs.
- **Providing access to language support programmes:** Staff training for language interventions programmes, such as NELI and Time to Talk, to extend pupils' vocabulary and improve speech and self-esteem.