



St Mary's Catholic Primary School

COVID CATCH UP PREMIUM STRATEGY: 2020 – 2021

In June, a £1 billion fund for education was announced by the government. 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 and does not include Nursery numbers. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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.

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20A%20tiered%20approach%20to%202020-21.pdf)

RATIONALE:

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020).

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1. SUMMARY INFORMATION:

Academic Year	2020 - 2021	Total Catch-Up Premium	£16, 480	Number of pupils	206 (Autumn 2020 census)
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Context

- The proportion of disadvantaged pupils across the school is relatively low compared to the local and national picture (12.63%)
- Pupil engagement with the online learning that the school provided during lockdown was variable, although we acknowledge that this provision was not as rigorous as it is now.
- We opened fully at the start of September to all year groups and have been able to ensure that the school day was not reduced due to staggered starts or finish times.
- Our attendance since returning to school has been stable and parents have supported good attendance.
- From September, staff focused on a recovery curriculum - reinforcing the non-negotiables for learning in reading, writing and maths in each year group, with a particular focus on early reading and phonics, in order to develop children's reading ability and vocabulary.
- As a staff, we decided to use teacher assessment at the start of term to identify areas of learning to focus on and to carry out a standardised assessment at the start of December to identify attainment in relation to age related expectations and gaps in skills and knowledge.
- Analysis of this data will enable us to identify areas of need across reading, writing and maths as well as groups of pupils requiring targeted support.
- The catch-up funding will be targeted to provide this support and intervention.
- As a staff, we decided to target 1:1 and small group tutoring at SEN pupils as they had been disproportionately affected by the lockdown.

Aims

The overall aims of our catch-up premium strategy are:

- To close the attainment gap created by Covid-19 closures and ensure that children are back on track to meet their targets.
- To ensure that attainment and progress outcomes in 2020-21, for all year groups, will be at least in line with those at the end of the 2019-20 year.
- To support the emotional wellbeing of pupils and meet the mental health needs of pupils that have arisen as a result of the pandemic.

Spending

At St Mary's the funding will be used to:

- Purchase curriculum resources and materials that support pupils to get "back on track".
- Pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing "catch up" in their learning.
- Fund additional support staff to support children who have been identified as needing "catch up" in their learning.

2. IDENTIFIED IMPACT OF LOCKDOWN

Maths	<ul style="list-style-type: none"> • Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. • Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. • Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
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Writing	<ul style="list-style-type: none"> Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	<ul style="list-style-type: none"> Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Non-Core	<ul style="list-style-type: none"> There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

3. BARRIERS TO FUTURE ATTAINMENT

Teaching priorities	
Barriers	Desired outcomes
A. Staff require CPD to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs.
B. Home learning to be developed further to improve access to learning at home for all pupils including those isolating due to COVID symptoms or contact with infected people.	<ul style="list-style-type: none"> Provision for remote learning to be refined to ensure offer reflects learning taking place in school. Remote Learning being accessed by pupils successfully. A new and improved platform is in place and all staff are trained in its use. All staff are confident in use of G-Suite. Weekly homework activities are uploaded and pupils provided with feedback where appropriate.
C. Pupils who have fallen behind in learning due to lack of support from home during lockdown.	<ul style="list-style-type: none"> Whole school assessment to analyse pupil's current attainment. Intervention to take place as part of first quality teaching and is planned for within lessons. Small group and 1:1 catch-up for identified pupils in autumn term. Spring and summer term interventions to include after school catch up delivered by teachers. Pupils who receive provision make accelerated progress.
Targeted academic support	
Barriers	Desired outcomes

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D.	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
E.	Some pupils did not engage in any learning over summer term and have subsequently regressed in their learning.	<ul style="list-style-type: none"> • Interventions are timed and well-structured to ensure those pupils who have fallen behind are targeted to catch within the first two terms back in school. • By spring term, the majority of missed learning will be taught and all pupils have the opportunity to access their relevant year group curriculum with confidence.
F.	Due to the emphasis on on-line learning, standards in handwriting and spelling are lower than expected in terms of ARE.	Pupils make accelerated progress in writing and spelling skills from their starting points at the beginning of the Autumn Term.
G.	Baseline in EYFS is significantly below compared to previous years due to most pupils not attending nursery or pre-school during lockdown due to local nurseries being closed during lockdown.	<ul style="list-style-type: none"> • Pupils make accelerated progress in all areas of learning. • Carefully planned and well-timed interventions can have significant impact on pupil progress. • High percentage of pupils on target to achieve GLD.
H.	Gaps in phonics knowledge in Year 2 due to missed teaching time and lack of parent's knowledge of phonics.	At least 90% of children who take the phonics test in Autumn 2 achieve the required standard.
I.	<ul style="list-style-type: none"> • SEN pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than expected in terms of ARE. • Gaps in basic maths skills e.g. calculation have been noted during early PP meetings 	<ul style="list-style-type: none"> • SEN Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term. • Gaps in learning will be diminished term by term and pupils will be back on track with their learning and progress in mathematics.
Wider strategies		
	Barriers	Desired outcomes
J.	Parents unsure how to support their child's learning.	Parents have a clear understanding of next steps for learning for their child, they feel supported and engage with school positively. All children will engage with remote learning if they are unable to attend school.
K.	Supporting parents/carers who are unable to engage with online learning due to work commitments and/or number of siblings at home. Access to appropriate stationary and paper-based home learning is limited.	<ul style="list-style-type: none"> • Pupils will have greater opportunities to access learning at home. Activities will not always require parent's engagement affording pupils greater independence. • Pupils will have access to home learning packs which are printed and ready to distribute weekly.
L.	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	<ul style="list-style-type: none"> • All pupils are provided with the skills they need to be able to focus on their learning during lessons.

4. PLANNED EXPENDITURE FOR 2020 – 2021:

i. Quality of teaching for all (CPD, assessment, effective remote learning, feedback, curriculum)

	Action	Desired Outcomes	Evidence & Rationale	Cost	Lead Staff	Evaluation
						Autumn Spring Summer
A.	<p>Staff require CPD to develop a greater understanding of pupil's mental health needs.</p> <p>Relax Kids lead to deliver sessions weekly to targeted pupils across school.</p> <p>Counsellor provided in school for children who are anxious or who have mental health issues.</p> <p>Purchase and implement Jigsaw PSHE programme.</p>	<p>All staff are quipped for early recognition of pupil's mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.</p> <p>Children are more equipped to deal with worries as will have strategies in place.</p>	<p>Relax Kids, Resilience Project, I Love Me and wellbeing programmes shown to improve pupil's engagement resulting in increased resilience to work, confidence in abilities to achieve and an increased awareness of mental health in self and peers.</p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p>	<p>£1,000</p> <p>£2,700</p> <p>£1,194</p>	SENco	<ul style="list-style-type: none"> In house staff Relax Kids training carried out on 1st December 2020. As a result, staff have a bank of tools to use as part of their daily wellbeing sessions and to support individual children as required. Relax Kids weekly sessions are offered to all identified pupils in KS2. Staff 'Trauma Informed' training occurred – all staff and a governor were present. Children accessing this counselling report positive attitudes and outcomes and establishing strategies to cope with anxious and stressful feelings. Online Counselling continued for all pupils accessing this service. School back into lockdown and only open for Keyworker/vulnerable children. Service is still in operation. While not the same as face to face, Google Classroom is helping to still allow children access to this service.
B.	<p>Home learning to be developed further to improve access to learning at home for all pupils including those isolating due to COVID symptoms or contact with infected people.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication</p>	<p>Monitored use of Google Classroom.</p> <p>Parent and staff surveys.</p>	Nil	G.R. – Computing Lead	<ul style="list-style-type: none"> A new secure G-suite has been established with all children having secure login details. All Homework is set digitally via Google Classroom. The platform is used a communication tool with parents, supplementing ParentPay. Staff have received bespoke CPD on fully utilising the new platform.

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	Parents/carers are made aware of the platform and how it can support home learning via online demonstration with Risk Assessment.	with parents is enhanced by whole school email system. Children are more equipped to deal with worries as will have strategies in place.				<ul style="list-style-type: none"> We are meeting the government guidelines of 4 hours for KS2 & 3 hours for KS1. Other resources have also been trialled including Myon for reading, Maths Shed, Spelling Shed and Purple Mash. Regular staff meeting to add to our online offer & explore new resources.
C.	<p>Pupils who have fallen behind in learning due to lack of support from home during lockdown.</p> <p>Purchase of devices for families and pupils to use during self-isolation.</p>	Pupils (particularly those identified as disadvantaged) are confident using IT under all circumstances.	Whilst we do not know if there will be another lockdown, bubbles will be closed and pupils asked to learn remotely again – devices will enhance the learning within school and pupils will develop confidence and skills. In the event of remote learning pupils who have immediate access to devices and are comfortable using them, are more likely to engage in online learning.	£7,000 (purchase of chromebooks)	HT G.R. – Computing Lead	<ul style="list-style-type: none"> 30 chromebooks purchased and set up by school. Some use was made of these for pupils who were self-isolating. DfE device allocation can't be accessed unless a closure occurs. All chromebooks were loaned to pupils during lockdown ensuring maximum engagement with our Remote Learning Offer. Attendance for remote learning was 97%+. All digital platforms were accessed and digital interventions continued. Teachers were able to see and interact with all pupils on a daily basis during lockdown and communicate directly with parents during live lessons. Teachers feedback daily online on tasks submitted – parent survey praises staff for the quality & frequency of regular feedback.

ii. Targeted academic support (i.e. Structured interventions, small group tuition, 1:1 support)

D.	Some pupils had limited access to reading materials during the summer term	GLD, phonics and KS2 reading results to improve.	Education Endowment Fund Teaching and Learning Toolkit:	TA costs £1000 HLTA to release	S.H. – English Lead	<ul style="list-style-type: none"> Children identified, and targeted intervention is in place.
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	<p>and therefore, their reading ages are lower than expected.</p> <p>Daily reading to an adult and sharing of a book before home time.</p> <p>EYFS and KS1 phonic aligned books are sent home weekly.</p>	<p>Pupils in Year 2 are well supported and prepared to sit missed screening test.</p> <p>Pupils develop a love of reading and a wider bank of vocabulary.</p> <p>Increased rates of fluency.</p> <p>Confident readers – reading at pace without spending their working memory decoding</p>	<p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p> <p>Reading comprehension strategies that are computer based can be successful in improving reading comp particularly when they focus on development of strategies and self-questioning skills.</p>	<p>teachers to deliver intervention</p> <p>Big Cat Phonic books £500</p>	<p>V.D. – Phonics Lead</p>	<ul style="list-style-type: none"> • All children can now access LEXIA, monitoring of this platform is in place and success celebrated weekly. • Physical and digital copies of Big Cat Phonics have been purchased ensuring all KS1 pupils have regular access to reading books and that this is not disrupted due to periods of self-isolation. • Lunchtime supervisors stay an extra 15 minutes per day to listen to readers ensuring every child reads aloud to an adult at least twice per week. • 92% of children reached the expected standard in the Phonics Check Screener, administered in December 2020. • Teachers were on line all day offering live teaching – guided reading sessions were part of the daily diet. • MyOn and Big Cat Phonics resources were used allowing full access to the school’s digital library. • 1:1 reading still occurred for children accessing site via Critical Worker provision. • EYFS and KS1 children all had daily live phonics lessons. Registers highlight attendance figure of 97%+. • An online English lesson was dedicated to Reading each week and was delivered live. • Whole class story time was a feature of the Remote Learning Timetable – every class heard stories from the agreed class cannon.
E.	<p>Teachers assess/ evaluate the impact of lockdown on individual pupils both academically and emotionally.</p>	<p>Areas of academic and emotional development identified as being less secure are planned</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and a</p>	<p>HLTAs to release teachers across Autumn term</p>	<p>SLT</p>	<ul style="list-style-type: none"> • Support staff are carrying out interventions and have used pre and post assessments to track children’s progress throughout the term. • During school closure (1.1.21 – 5.3.21), teaching assistants continued to provide online, pre-

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	<p>SLT to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p> <p>Lesson structure for Literacy and numeracy to be adapted to enable recap and reactivate prior learning at the beginning of the day.</p>	<p>specifically to accelerate progress.</p> <p>Pupils make accelerated progress Gaps in learning reduce.</p>	<p>refinement of the core statements to be taught and secured will help SLT identify specific knowledge pupils are not yet secure in. A cycle of plan-do-review will support teachers understanding of effective catch up in the classroom</p>	<p>to analyse assessments.</p> <p>HLTAs for release time to plan curriculum.</p>	<p>recorded intervention sessions for children to access at home.</p> <ul style="list-style-type: none"> Engagement in these sessions stood at around 70% of children accessing these regularly.
F.	<p>Spelling Shed and Maths Shed purchased to supplement whole class teaching of spelling and maths.</p> <p>15 minutes daily Lexia intervention withy identified pupils</p>	<p>Spelling improves across the school.</p> <p>Maths recall improves across the school.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Digital Technology (+4)</p>	<p>£240</p>	<p>S.H. – English Lead</p> <ul style="list-style-type: none"> Incentives and a structured timetable are now in place so key milestones can be monitored against. Pupils are highly motivated and engaged to improve. All identified pupils are accessing daily Lexia intervention. Pupils remain highly motivated and Ed Shed challenges continue during this time of hybrid learning. Progress is being made - although too swiftly in some cases from pupils at home so will need to be verified once back in school. Lexia intervention continued during the lockdown.
G.	<p>Baseline in EYFS is significantly below compared to previous years due to most children not attending nursery or</p>	<p>Progress is accelerated termly to ensure pupils are able to access</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p>	<p>Nil</p>	<p>EYFS Lead</p> <ul style="list-style-type: none"> Significant intervention was carried out on fine motor skills and intensive phonics acquisition in autumn term. Children progressed quickly to be able to hear and blend sounds into CVC words by Christmas.

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	<p>pre-school during lockdown.</p> <p>Pupils entering reception have significant gaps in fine motor skills, speech and language and early reading skills.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p>	<p>age appropriate learning materials.</p> <p>1:1 or small group intervention to provide intensive support in phonics, number and basic skills.</p>	<p>One to One Tuition Small Group Tuition Feedback</p>	<p>£135</p>	<ul style="list-style-type: none"> • Daily handwriting sessions timetabled for each class with new, specific handwriting books being used. • All school displays changed to reflect and promote continuous cursive. • Progress was swift in autumn and in an attempt not to lose momentum, we targeted vulnerable learners and offered them a place in school during lockdown, and ensuring all others have daily interaction live on Google Classroom. • A timetable revision for an HLTA as a targeted academic mentor will support in this area.
H.	<p>Targeted support from internal staff in phonics, SPAG, Maths and Reading.</p> <p>Lunchtime Supervisors directed for 15 minutes daily to hear readers across the school.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials. % increase by next PP meeting.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Teaching Assistants (+1)</p>	<p>£2,650</p>	<p>HT</p> <ul style="list-style-type: none"> • Class Teachers and Support Staff offer catch up Reading tuition before school via 'Early Bird' on a daily basis. • Progress of individuals tracked and monitored. • Lunchtime supervisors stay an extra 15 minutes per day to listen to readers ensuring every child reads aloud to an adult at least twice per week. • Catch up tuition before school did not take place due to lockdown but will continue during Summer Term. Work Scrutinies, learning walks and pupil conversations have all taken place by senior leaders/subject co-ordinators/SENDCO to identify and address any areas of development. • The Google Classroom platform was monitored by senior leaders during lockdown to ensure progression, differentiation, individualised learning was happening via remote learning. • Due to lockdown restrictions, only children accessing Critical Worker provision were heard read. Children accessing the digital platform had access to group guided reading sessions.

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I.	<p>Maths assessments identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p> <p>Targeted SEN support from “Online Tutors” (National Tutoring Programme)</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition</p>	<p>£7,455</p>	<p>DHT</p>	<ul style="list-style-type: none"> Assessments have been made, children have been identified and HLTA tutoring is now taking place weekly to provide targeted support. Daily interventions are also taking place with targeted children. Weekly tutoring for SEN pupils by a qualified teacher was delayed due to lockdown. Leadership felt face to face was more beneficial when lockdown restrictions lifted.
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iii. Wider strategies (i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”)

	Action	Desired Outcomes	Evidence & Rationale (EEF reports*)	Cost	Staff Lead	Impact/ Evaluation Autumn Spring Summer
J.	<p>Building strong partnerships with parents – develop new ways of communicating with and supporting parents.</p> <p>Parents feeling left out of the school setup due to Covid restrictions.</p>	<p>Termly progress reports ensure that parents are well informed about how to support their child’s next steps.</p> <p>Communications plan in place.</p> <p>Attendance is above 96.5%.</p> <p>Parents feel as included in their child’s learning journey as we can safely allow.</p>	<p>Issues related to Covid-19 have made communication with parents challenging.</p> <p>Close partnership with parents is crucial for children to continue to succeed and thrive.</p>	<p>Nil</p>	<p>HT Inclusion Manager</p>	<ul style="list-style-type: none"> School are trying to be inventive in how parents are involved and feel a sense of belonging in school life. Productions at Christmas were recorded for parents to share in. Use of Google Classroom and website has given parents regular opportunities to share in our success. Fundraising events postponed this term due to potential financial consequences of Covid-19 on our families. Interim Reports distributed to all parents and each parent was offered either a telephone or Zoom parent meeting session. Attendance is higher when compared to the same term in the previous academic year. Parents report feeling much more included because of live lessons and the relief of pressure on them to teach. See school Facebook page.

						<ul style="list-style-type: none"> • Parents received a phone call from teachers everyday their child was absent from live lessons – this same day response allowed parents to feel more connected to the school. • Remote Learning attendance was high at 97%+
K.	Teachers to provide fortnightly work packs to office to copy for pupils. Stationary packs purchased and distributed to every child (stationary, workbooks, CGP revision books).	Increased engagement in home learning.		£500	Teachers Admin Staff	<ul style="list-style-type: none"> • All Home learning packs established and distributed to every child complete with all digital platform passwords. • All children who were self-isolating were given work via Google Classroom. • Bespoke SEN materials were hand delivered to pupils when the need arose. • No bubbles collapsed during the terms so materials only required during periods of self-isolation. • Live teaching commenced immediately when lockdown was announced. • All pupils had resources at home ready for an immediate start. • Bespoke SEN materials were delivered by the HT and DHT as the need arose. • Following individual parental consultations an altered curriculum was agreed that maximised engagement at home and minimised lost learning. • No work was shared via the website. • Pre-recorded videos and Oak Academy resources were used to supplement physical resources.
L.	Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school.	Positive impact on identified SEMH pupils' emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3)	£100	SENco	<ul style="list-style-type: none"> • This was initially trialled with year 5. The class teacher and DHT attended a Zones of Regulation network session and carried out class sessions to introduce the concept to the children. • The children used the zones each more as a starting point for discussions and the class teaching assistant was used to speak to any

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implemented and evaluated.		Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)			<p>children who had identified that they needed additional support.</p> <ul style="list-style-type: none"> Next steps are to introduce this to the whole school and include it as a specific intervention for identified children struggling with their emotions. Interventions and whole-school rolled out was postponed to the summer term due to school closure.
TOTAL EXPENDITURE					<p>£24, 464 £7, 994 additional spend taken form main budget</p>

GOVERNANCE:

Monitoring the effectiveness & impact of the 2020 – 2021 Covid-Up Premium Strategy

Covid Catch-Up Premium Governor: Mrs A. Bates (Autumn term only)

Review Date	Autumn: December 2020	Spring: March 2021	Summer: July 2021
	<p>Headteacher:</p> 	<p>Headteacher:</p> 	<p>Headteacher:</p>
	<p>Covid Catch-Up Governor:</p> 	<p>Covid Catch-Up Governor:</p>	<p>Covid Catch-Up Governor:</p>
	<p>Comments: Catch Up premium strategy was shared with link governors in the Autumn Term ensuring the desired outcomes are in line with the needs of the children.</p>	<p>Comments: Catch Up Premium Strategy was shared with link governors in the Spring Term.</p> <ul style="list-style-type: none"> Discussed that due to restrictions around Covid-19 still being in place and lock down, progress in children 	<p>Comments:</p>

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<ul style="list-style-type: none"> • Discussed how interventions have been monitored and reviewed and are showing impact on pupil progress and on behaviour well-being. • Discussed that SEN children are due to undertake intensive tutoring via National Tutoring programme in the Spring Term. • Discussed the barriers faced by the school and families on their return and the impact of the time away from school on the educational standards. • Discussed the Remote Learning Policy and Remote learning handout for parents. • Discussed the planned move for online learning and the provision of laptops and data access for the vulnerable, FSM and Ever 6 Children. 	<ul style="list-style-type: none"> • being involved in enrichment within school and after school has been slowed with most programmes delayed until the Summer Term. • Discussed how weekly tutoring will commence later than expected due to lockdown and after school catch up tuition was also prevented due to lockdown. This will resume Summer Term for all children. • Discussed how the new lockdown had impacted on the previous plan. • Discussed how we had not used the extra staffing to still support the children either through remote learning/or in classes if in school where possible. • Discussed how counselling was still ongoing through remote means.
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