

St George's Catholic Primary School – COVID-19 Catch-Up Spend

Summary Information				
School	St George's Catholic Primary School			
Academic Year	2021-22	Total COVID-19 Catch-UP Premium Allocated	£ 9283*	Total Number of Pupils 155

*£9283 split between Recovery Premium: £4422 & School Led Tutoring: £4860

Guidance

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception (EYFS) through to Year 11.

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 up to the end of the 2022 to 2023 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](#).

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 (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning (for example Fractions, Decimals and Percentages) and stalled sequencing of journeys. Children lacked resilience and focus on their initial return but have settled back quickly and still have an appetite for maths. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost the essential practising of writing skills. Grammar, Punctuation and Spelling specific knowledge has suffered, leading to a lack of fluency in writing. 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	Children did not have access to school reading books during lockdown and over the Summer. Year 1 returned for a short period of time and were immersed in Phonics teaching but despite this, all children's baseline assessments in September have shown significant gaps in phonics learning, both as cohorts and individually. 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. The "bottom 20%" of readers have been disproportionately affected.
Non-core	There are now significant gaps in knowledge as whole units of work have not been taught. This means 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.

Targeted Support

Intended Outcome	Chosen Action/Approach	Estimated impact	Staff Lead	Total Cost
To rapidly address any significant gaps in learning for children identified as requiring extra support	<ul style="list-style-type: none"> Following baseline assessments, interventions timetabled to catch up on identified learning gaps: The Intervention sessions align closely with classroom teaching. 	<ul style="list-style-type: none"> Pupils taking part in Intervention sessions make rapid progress based on their gaps in learning and are able to access class based Learning. 	VLL, Teachers, TAs	SHINE interventions for Reading, maths & GAPS - £960
To rapidly address any significant gaps in learning for children identified as requiring extra support	<ul style="list-style-type: none"> Pupils selected through termly pupil progress meetings and early identification meetings led by SENCo. Children in Year 4, 5 and 6 identified for support with Thirds Space tutoring programme in maths. Intervention staff to work closely with class teacher and subject leads to identify needs and feedback on sessions. Short sessions – appropriate to age and ability Purchase additional resources e.g. to complement existing maths resources and quickly close the gaps especially in times tables and basic number operations EYFS staff trained to use Talk Boost language intervention and provide support for identified children. Early Talk boost used as an intervention with nursery children. [Training booked as Twilight Sessions in Autumn term] 	<ul style="list-style-type: none"> Parents are kept informed about their child's progress A clear progression in the sequence of learning for maths allows gaps to be identified and addressed. Rapid improvement of times tables across KS2 Reception and Nursery assessment resources, allow specific identification of gaps in language and target these skills. Parents have phonics resources at home to practice sounds that have been taught and reading materials to practice reading at home. Identified children are given tailored support to enable them to make rapid progress with speaking and listening skills. 	Teachers TAs National Tutors SENCo	National Tutoring Programme £1823 School Led Tutoring £1046 Doodle Maths and English (£1,371 from school budget)

Wider Strategies

Intended Outcome	Chosen Action/Approach	Estimated impact	Staff Lead	Total Cost
To improve wellbeing of pupils.	<ul style="list-style-type: none"> Children identified with emotional and mental wellbeing needs either identified by class teacher or referred by parents will receive additional ELSA support. School will work in partnership with parents to work out the best approach to support identified children. Whole school engaged with mental wellbeing programme, My Happy Mind. CPD for staff to deliver this programme. 	<ul style="list-style-type: none"> Children have access to resources, which will support them with their emotional needs during the current period. Support leads to an improvement in wellbeing so that children are happy and once more in the right frame of mind to learn. 		ELSA assistants x 2 already employed in school Additional Cost £0 My Happy Mind £1,500

