



Covid 19 Catch Up Premium

The Government first published information about this premium in July 2020. They stated: “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.”

The Catch Up Premium for Years 1 - 6

Our school received a Covid support grant provisional allocation figure of **£11,000**. The funding is allocated for this academic year from Sept 2020 to Aug to 2021 to ensure that schools have the support they need to help all students make up for lost teaching time.

The first payment of **£4220** for Autumn has been received.

Our allocation has been calculated on a per pupil basis, a total of £80 for each pupil in years x through to x.

Use of these extra funds

Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the academic year.

Schools have the flexibility to spend their funding in the best way for their students and setting.

The Education Endowment Foundation (EEF) published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. In July 2020 they recommended:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer school catch up
- extra teaching capacity from September

When this information went to print in July, it was obviously hoped we would not encounter on-going issues with the pandemic. Clearly, this is not the case. We have seen a second wave of the virus in September and October. School continues to experience disruption with a small number of positive cases, close-contact identification and both staff and students needing to isolate. Indeed, we are now in another full National Lockdown.

Accountability and monitoring

School has to account for how the funding is being used to achieve the Government goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given the role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees will 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.

Also, Ofsted are conducting their programme of non-graded 'visits' to schools this term. During these visits (some of which are taking place online now) inspectors will discuss how the school has brought students back into full-time education and will include us explaining our plans to spend the catch-up funding.

When routine Ofsted inspections resume in January 2021, they will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all students.

The DfE has also set out the following Curriculum Expectations, to ensure that all students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All students receive a high-quality education at Sacred Heart Primary that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

Our curriculum remains broad and ambitious

All students continue to be taught a wide range of subjects and our aim is to:

- To reduce the attainment gap between your disadvantaged students and their peers
- To raise the attainment of all students to close the gap created by COVID-19 school closures

Barriers to Learning:

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)	
B1:	Literacy and Maths 'basic skills' – ensuring that any gaps in pupils' learning are identified quickly, especially for those pupils who were unable to engage with home learning tasks during lock down
B2:	Gaps in knowledge that have appeared between March and July 2020, as identified through assessment
B3:	Wellbeing: Pupils adjusting to the new school routines and structures
B4:	Readying the school for further home learning needs (E.g. a second lockdown) and ensuring that all pupils can access online learning at home
B5:	Maintaining a high attendance % for all students is a priority
B6:	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B7:	Adjusting for new teaching and learning approaches to allow for social distancing within classrooms

Strategies:			
Year Group	Actions	Intended impact	Cost
Whole school	B1: Bring as many pupils back to school as possible during Summer term when lock down relaxed by	To begin catch up process as soon as possible and reintegrate pupils who have been away since March 2020 back.	£3000

	employing supply teacher to enable creation of more 'bubbles' – focus on bringing disadvantaged/vulnerable groups of pupils back asap.		
1, 2, 3	B1: Use RWI development days to focus on pupils with gaps in their phonics knowledge and create action plan to address this	RWI has already secured phonics development for pupils in school and use of the development day consultancy to hone in on pupils who may have gaps in their learning will ensure that we can close gaps quickly	£500/term
R – 4 5, 6	B1: Small group tutoring and intervention groups; <ul style="list-style-type: none"> During the school day Before/after school 	5.5 hours of tutoring for Years 5 and 6, mixture of before and after school targeted support for pupils in English and Maths	£617/term
2-6	B1: Buy-in of online author 'visits' to continue to promote high quality texts and engagement with reading	Children will have access to high quality children's texts and be inspired by authors, both to read and write more widely	£140
R-6	B2: Focus on explicit vocabulary teaching and learning	Pupils will continue to develop a wide vocabulary range for subsequent use across the curriculum.	
R-6	B3: Thrive well-being/emotional support	Whole staff CPD for Thrive Individual, targeted Thrive support for identified children	£1620
	B4: Ensure students in all years have access to a device and connectivity to the internet at home	This will allow students to access all online learning resources at home whether for homework, blended learning for periods of self-isolation, or local/national lockdown events	
	B6: Buy online platform for; <ul style="list-style-type: none"> Sharing homework and learning tasks to engage pupils and parents Ensuring we have an online learning mechanism in the event of self-isolation or another lock down Parental engagement and messaging facility 	Learning tasks such as homework are regularly shared via Tapestry (N-Y1) and SeeSaw (Y2-Y6) and pupils and parents are engaging well with this. Platforms have been used effectively to set learning tasks Parent/teacher consultations delivered by telephone to ensure communication is maintained between home and school	£900
	B7: Purchase classroom visualisers for Y3-6 to support the fact staff can no longer walk the classroom freely, but are in-situ at the front <i>NB. Closer contact is unavoidable in N-Y2 due to age and needs of pupils</i>	These will support high quality T&L as they will enable staff to model from the front of the classroom and give immediate feedback to pupils	£800

Whole school	B6: Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of pupils as well as support progress when it comes to key assessment points	
Whole school	B7: Sharing of best practice through trust-wide Teams meetings which include a focus on curriculum, T&L, behaviour and pupil premium	Will give teachers access to the very best of what exists across BBCET. This will lead to the most effective classroom practice being shared and learning optimised.	
Total Cost			£9811
Allocated cost from catch up Grant			£4220