Use of COVID-19 Catch Up Funding 2021-2022

“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, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.”

Department for Education website, 2020

At Priory Catholic Primary School, we welcome the additional funding to support pupils in catching up their missed education in the 2021-2022 academic year. Our school has taken a bespoke approach to the use of this funding, based upon educational research and best practice recommended by the Education Endowment Foundation (EEF).

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| **Allocated funding for COVID catch up - Priory Catholic Primary School - £7680 (approx.)** |
| **Total number of pupils** | **75** |
| **Total number of pupil premium** | **32 (37%)** |
| **Number of pupils with SEND** | **28 ( 1EHCP)**  |
| **Review Dates** | **Dec 21/Feb 22/ Apr/22/Jun/22** |
| **Known impact of COVID-19 school closure** | * Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown
* Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown
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| **Key priorities** | 1. Ensure all children are attending school regularly
2. Ensure children are emotionally ready for learning
3. Ensure consistent high-quality teaching and learning across the school
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|  | 1. Ensure identified children have access to necessary ‘catch up’ interventions exercise
2. Ensure all children’s home learning is not inhibited due to the lack of technology available to them

at home |
| Activity | Purpose | Cost | Success will be measuredby: | Outcomes |
| Phonic intervention | Targeted catch-up phonics teaching for year 1 and 2 pupils. | £2312 (additional 14 hours per week) reading recovery and phonics – 16weeks | Entry and exit formative assessment data based on phonics sets 1-11, phonicsscreening scores, running records. | Number of pupils meeting age-related expectations and in school benchmarking is in line with pre-key stage data. |
| Reading Recovery | Targeted one to one reading to support children that did not read during lockdown catch up. |  | Star reading formative assessment data from interventions plans as well as summative assessment data, e.g. termly teacher assessments, phonics screening scores, readingassessments etc. | % pupils achieving at age- related expectations or at a greater depth in reading is closer to the targets based on their previous key stage data rather than their start of year attainment data |
| Use of an academic mentor, | Targeted small group work | £2100 | Entry and exit formative | % pupils achieving at age- |
| or tutor to carry out | to catch up on learning in |  | assessment data, elicitation | related expectations or at a |
| targeted maths intervention | mathematical concepts. |  | tasks and end of | greater depth in maths is |
|  |  |  | intervention | closer to the targets based on |
|  |  |  |  | their previous key stage data |
|  |  |  |  | rather than their start of year |
|  |  |  |  | attainment data |
| TA hours extended to release Thrive trained staff to carry out interventions | Identified children receive tailored intervention to support their mental health. | £3268 | Support and intervention is in place to meet the social, emotional and mental healthneeds of identified pupils, particularly at times of | Children are settled with their peers and are emotionally ready to learn. |

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|  |  |  | transition and unstructuredtimes. |  |
| **In addition to the allocated funding the school have also:** |
| Purchased 25 chromebooks | To ensure disadvantaged pupils can access the curriculum for remote learning in the event of self-isolation. |  | Engagement with home learning activities is in line with peers and school expectations, due to availability of devices and confidence in using accesstechnology successfully. | Pupils without devices at home are able to access remote learning successfully in the event of self-isolation or bubble closure. |
| Trained support staff in the implementation of play therapy and sensory breaks. | Play is needed for healthy brain development and improves the brains executive functions, creativity and tolerance and compassion. Play based brain breaks have been proved to improve cognitive functions and improve outcomes for children. |  | Discussions with staffObservations of sessionsSupervision for support staff focused on sensory programmes | Staff are confident and have a clear understanding of the neuroscience that supports sensory play and have the skills to implement this.Staff plan and implement play-based activities for all children.Support staff providesensory diet and activities for targeted children. |

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| All children have regular play/sensory breaks throughout the school day.Children with sensory processing disorders have a carefully planned sensory diet that includes breaks atleast every 90 minutes. | To improve attendance for children with sensory needs (in particular lateness) Improve engagement in lessons and reduce disruptionImprove concentration and cognition. |  | Attendance dataBehaviour incidents (Cpoms)Termly data drops | Incidents of behaviour reducedPupils engagement in lessons improvesChildren make at least goodprogress in all areas of the curriculum |
| Train staff in the use of Rosenshine Principles. | The school recognise that quality first teaching is the most beneficial to support children with their progress in learning. |  | Teaching is of high quality with consistent pedagogy used across the school. | % pupils achieving at age- related expectations or at a greater depth is closer to the targets based on their previous key stage datarather than their start of year attainment data |
| Created access to IXL for all pupils. | To support learning in maths and English using a blended approach. |  | Engagement with home learning is at a high level and staff are able to monitor progress. | % pupils achieving at age- related expectations or at a greater depth in maths and English is closer to the targets based on their previous key stage datarather than their start of year attainment data |
| Family Support Worker one day a week | The school recognise that many families are struggling having spent extended time in lockdown, the loss of employment andincrease of domestic violence. |  | School records evidence needed support is in place. | Families feel supported and are able to seek and receive advice as needed. |

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| Monitor attendance daily, logging covid related absences. | Due to the impact of the pandemic, the regular attendance of some pupils has been impacted.Adjusting routines and prioritising being in school is a challenge for somefamilies. |  | The attendance policy is closely adhered to with robust systems in place. | School attendance is 95% (not including Covid related absences) |
| Early Years staff are released to train on the implementation of the NELI (Nuffield Early Language Intervention)programme. | 20-week intervention designed to improve the language skills of reception age pupils |  | Entry level data and the language assessment programme. | Children’s oral language and early literacy skills progress at a least a good rate from early starting points. |