

COVID-19 catch-up premium strategy

Total number of pupils:	Amount of catch-up premium received per pupil:	Total catch-up premium budget:
419	£80	£33,520

Catch-up strategy:

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

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 will not include Nursery numbers, meaning St Thomas More will be in receipt of £33,520 (419 x £80). The spending of this premium will be used to support children in areas that need extra support. 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 children.

Spending:

At St Thomas More Catholic School, this premium will be used to:

- Purchase curriculum resources and materials that support children and close the gaps. These resources include:
 - Accelerated Reading Programme to promote independent reading and reading at home
 - My Maths to support homework and interventions
 - iPads to support the delivery of programmes and increase access to technology that support learning.
 - Muddy puddles outdoor learning
 - Numicon training supporting the delivery of maths across all year groups.
- Provision Mapping Programme (Edukey) has been purchased to enhance tracking of children's interventions and allow teachers and LSAs to streamline interventions when transitioning between year groups. This also allows senior and middle leaders to monitor children's 'gaps' in areas that apply to them.
- Fund additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning. This includes additional LSAs to support children with EHCPs in Year 6.
- Development of Spelling Workshop Programme to support sequencing and delivery.
- Additional Midday Meal Supervisors for social and emotional well-being activities to be run during break-times.
- National Tutoring Programme for child/children that are shielding.

Priorities:

The priorities for St Thomas More Catholic School are:

Attainment outcomes at end of 2020-21 for all year groups will be at least in line with predicted levels before that March lockdown. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.

By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

The mental health needs of children that have arisen as a result of the pandemic are met and supported by the school. This will be done through a recovery curriculum that needs the needs of identified children and through nurture provisions.

- **Curriculum maps that follow sequenced lessons.** The learning will follow the National Curriculum that has been sequenced through year R to year 6. There will be knowledge and skills that will need to be revisited so that children are secure before they are moved on.
- **Consolidation of fundamental skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Adaptation of the timetable to maximise learning.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – this will be adapted on their return on the 8th March. In order to keep a broad and balanced curriculum, some subject areas may be taught in 2 week blocks rather than weekly lessons.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

- **Assessment of learning and of fundamental skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. A new provision tool (Edukey) has been purchased to enhance practice. Provision maps will be adapted with identified gaps and reviewed to track progress.
- **Time to support mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. We have an excellent nurture provision and identified children will partake in nurture groups.

(For some children)

- **Additional support and focus on fundamental skills/knowledge.** Supported by additional staffing utilising catch up premium – dependent on identified gaps and needs through ongoing assessment.
- **Additional time to focus identified skills/knowledge.** Precision teaching will be delivered to those identified in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). This will be tracked on the provision maps.

Barriers to Learning

Gaps will be identified by the end of term 4. All children will be supported to revise previous learning and consolidate knowledge and concepts so that they are secure before moving on. There will be barriers to this being implemented fully –

- If children have to shield due to medical reasons
- If bubbles have to isolate due to a confirmed case
- If families have to isolate due a confirmed case or symptoms
- Emotional welfare - lack of engagement and motivation from the child/children
- Attendance of identified children – tracked and monitored through regular attendance meetings

