

## **Covid Catch-up Funding 2021-22**



### **Covid Catch-up Premium**

The effects on children's learning during the pandemic have been considerable. The government have recognised that schools will need extra funding to support children's learning through a variety of supportive educational opportunities and have allocated a total of £80 per child in 2020-21. This is called the Covid Catch-up Premium and applies for this time period only. No further money is planned for 21-22.

Schools are using these funds to support children's learning in line with research from The Educational Endowment Fund (EEF)

### **Accountability and Monitoring**

Schools must publish their plans on their school website and outline their additional provision and expected outcomes. Governors and school leaders should be accountable for how the money is spent and report on how effective the additional provision has been in supporting children's learning and offsetting the learning deficit caused by the pandemic.

### **St Margaret's CE Primary School context**

Number on role in 2021-22	420
Number of children eligible for Pupil Premium	60 (14%)
Catch-up premium 80x420	£33600
SLT responsible for C-U premium	HT M Jee
Governor Lead	C of G

### **Pandemic and its Impact**

- All children were affected by the pandemic but in different ways. The educational and wellbeing effects varied and depended on individual circumstances. The school is rightly proud of the support and provision it was able to offer to all children at St Margaret's and we know through detailed daily tracking what degree of engagement all our children had in home learning during this time.
- We were able to ensure that all vulnerable children were closely monitored through a variety of means during the 2 main lockdowns and the majority of these children were able to attend school in small classes taught under the supervision of a teacher as part of the offer made to children of critical workers and children deemed to be vulnerable. We know from assessment following the pandemic that many of these children made good progress, in part, to the very good teaching they received in classes of 10-12.
- Children who were at home during the lockdown were supported by very high quality live teaching throughout the day via Google Classrooms and their engagement was very good. Work was well supported by parents and all children had digital access from the start of the lockdown with technical support provided via the school's Helpline to ensure access for all.
- Remote learning for children who needed to self-isolate was provided by teaching staff and continues
- Following the pandemic detailed assessments were undertaken to establish which children had been most affected by the pandemic and in what educational and welfare areas.
- This information has help us to direct support using the Catch-Up Premium to its best effect using research and examples from the Educational Endowment Fund

<b>Supporting Learning Strategy</b>	<p>The school recognises that the most effective way of removing barriers to learning and enabling children to catch up with lost learning is to improve the <b>quality of class teaching</b>. For this to happen teachers need to have support and training and to have clear expectations for children's progress each term.</p> <p>The above strategy is supported by <b>carefully targeted support for learning</b> by skilled staff following detailed assessment of children's needs. These should use</p>	
	Area for Development	Rationale
<b>1. Developing Teaching</b>	<ol style="list-style-type: none"> <li>1. Implementation of an accredited Phonics Scheme the best matches the needs of at St Margaret's</li> <li>2. Training for the whole teaching staff (Year R to Year 6) in phonics and phonics teaching.</li> <li>3. Training for Learning Support Assistants and</li> </ol>	<p>The school will, have high quality training on the new Phonics Scheme to ensure quality teaching for all children and with particular reference to reading development in Early years and Key Stage 1. This will be further</p>

	<p>Individual Needs Assistants in the use of phonics training to support reading.</p> <p>4. Developing effective strategies for reading resilience and love of reading</p> <p>5. Developing writing resilience for primary aged children</p> <p>6. Training on effective marking and feedback to support children's learning and progress</p> <p>7. Training for maths mastery for all staff as an ongoing project across the school</p>	<p>augmented by LSAs having excellent knowledge of Phonic progression for early readers. The school believes this is the right time to ensure quality AND consistency across the school</p> <p>Investment in good quality texts and reading areas will support children's reading and the reading culture across the school. Pupil voice will be collected to measure the impact of reading in terms of attitudes</p> <p>The school will focus on writing stimuli and activities such as authors in residence to promote writing resilience which was reduced during the pandemic</p> <p>Teachers will receive training on further improving marking that leads to progress</p> <p>Teachers will receive training in maths teaching via the maths hub with a focus on mastery techniques</p>
<p><b>2. Effective Targeted support</b></p>	<p>1. Identifying children who have regressed in their learning during the pandemic</p> <p>2. Conducting a detailed gap Analysis in Reading Writing and Maths</p> <p>3. Tailoring a programme of 1:1 or small group across the week in class and out of class</p>	<p>Two teachers will support individuals and small groups of children with identified gaps in learning. There will be 7 full days' worth of teaching Monday-Friday for children in selected year groups. The benefit of this is the teachers are taken from existing staff who know the children well</p>

	<p>4. 1:1 Pupil Conferencing disadvantaged children in Key stage 2 for 15-20 minutes each week to identify strengths in their work and Next steps for development Teachers have received training in effective conferencing and feedback</p>	<p>Children in KS1 will also be taught by 1 teacher full time to support knowledge gaps based on analysis. These children will receive funded conferencing time each week as a significant number are in need of confidence and self-esteem development</p>
<p><b>3. Wider support</b></p>	<ol style="list-style-type: none"> <li>1. Development of the Children and Family Support Worker's role</li> <li>2. Providing Resilience Training programme for children in Key Stage 2</li> <li>3. Increasing access to forest School outdoor learning for vulnerable children.</li> <li>4. Developing the school's access to cultural capital</li> </ol>	<p>Marked increase in the need for children (and families) to access emotion wellbeing support</p> <p>Developed by the CFSW to enhance identified need</p> <p>Training of 3 FS leads will enable many more children to access the FS curriculum</p> <p>A cultural capital access audit will be completed to identify areas for children where disadvantage may have provided limited opportunities</p>

The employment of high quality CPD to support teachers, recruitment of experienced teaching staff to provide effective intervention for children and a carefully targeted programme of opportunities for children who have lost access to wider experiences will support our Covid Catch-up Plan.

We believe that this opportunity is time crucial and we will not be carrying this premium forward or retaining funds. We want the premium to deliver maximum effectiveness for as many children as possible in the shortest amount of time to help all children get back on track