

St Christopher's Primary School

Covid Catch-Up funding



Following the disruption to learning caused by school closures from March 2020, the government have announced £1 billion of additional funding to support children on their return to school. This includes a £650 million universal catch-up premium for 2020-21 to ensure that schools can support pupils in making up for any loss of learning.

Although all children have had learning disrupted by the coronavirus outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. Alongside the universal funding, therefore, the DfE is also launching a £350 million National Tutoring Programme (NTP), providing additional, targeted support to children who need most help.

Funding allocation

School allocations for the £650 million universal catch-up premium are calculated on a per pupil basis, providing each mainstream school with £80 per pupil for pupils in YR – Y6. This creates a one-off payment likely to be 356 pupils (at time of October census) x £80 = £28,480 This is paid in 3 tranches (Autumn 2020, early 2021 and summer 2021). While the funding is calculated on a per pupil basis, schools have been told to use the sum available to them as a single total from which to prioritise support for pupils depending on their need.

How Catch-Up funding is being used nationally.

In their Covid 19 Series: Briefing on Schools, October 2020 (published November 2020), Ofsted reported on the use of Covid Catch Up funding nationally:

As we reported in the first briefing, many schools have no definite plans yet for the catch-up premium. Where leaders had decided on how to use the funding, they were generally focusing on different ways to help individual pupils to catch-up with missed learning. In primary schools, the intervention work, or planned work, was often focused on reading, and sometimes also on mathematics and writing. Leaders usually intended to pay for additional staff to enable this work to happen. Some leaders said that these staff would be employed for this purpose, while others planned to use their own staff. One leader said that the latter option was better for them 'because our staff know our kids.' Leaders also said that they might use the funding to pay for:

- *online tutoring*
- *releasing teachers to plan remote learning*
- *additional pastoral staff*
- *education welfare officer (attendance) support*
- *counselling for pupils.*

School Overview

Number of children YR - Y6	356
Proportion of disadvantaged	32% (113 children)
Catch up Premium allocation (No. Of children X £80)	£28,480 (actual £28,600)
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Context of the school and rationale for the strategy:

The school serves a community where 32% are eligible for Pupil Premium Grant. In addition, there are a significant number of children who are not eligible for funding but are still classed as vulnerable.

Use of funds planned to date:

Teaching		
Use	amount	Rationale
Release our EAL (English as an Additional Language) teacher from taking a class to teach groups and individuals in bubbles with 6-week interventions in the classes with highest EAL need.	£11,385	Our EAL children have particularly struggled with English development in lockdown as they are often in household with no English first language speakers and no access to quality English Language. This will enable them to make a swift catch up and access whole class learning far quicker.

Targeted academic support		
Use	amount	Rationale
Teach First Academic Mentor - Full time tutor to work with groups and individual children to accelerate their progress in literacy starting Spring 2.	£2480 (On Costs – Salary paid by Govt)	Many of the children across the school have stalled or fallen behind in reading and writing over the different periods of lockdown. Our Academic Mentor can work in a single bubble with many different children over the week. The research shows that the most impact is when tuition is given in 1:1 or small groups 3 or more times a week over a 6-week period. They will be able to work in at least three bubbles before the end of the year. This will impact on c. 45 children.
NTP Tutoring – Reading Quest. 8 groups of 2 children to receive a 10-week reading intervention in Spring/Summer.	25% of costs (75% paid direct from Govt): £1461	This is based on reading Quest which in a normal year has a significant impact on our children's love of reading and their progress. It is targeted at Year 2 children. The 1:2 style will enable double the number of children to make progress and it is delivered by the RQ teacher who already works with our children so knows the school and can support them effectively.

Wider Strategies		
Use	amount	Rationale
Forest School mornings from after Easter to enable younger children to learn in an outdoor environment. This will be rolled out across the school to cover all year groups.	£5,511	Many of our youngest children have missed out on play in playgrounds and some have had limited access to the outdoors with no gardens and anxiety about being out and about. Wellbeing is vital to our children's ability to catch up on learning and Forest School combines learning and nature.

The initial allocation is around 75% of the total funding £20,837

We shall review the impact of our strategies before allocating the rest of the funding, to ensure that it has the impact required.

