



St. Helen's Church of England Primary School

CATCH UP FUNDING (Covid-19)

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream Primary school with a total of £80 for each pupil in from Reception to Year 6 to support catch-up initiatives following the reopening of schools.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Below provides information of where this money will be targeted and the intended impact.

Total number of pupils on roll – Autumn Census	210
Catch Up allocation	£16,800

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPaS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return.</p>
Non-core	<p>The wider curriculum has suffered significantly. Whole units of work have been missed. With children being at home for three terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively.</p>
Emotional and Wellbeing	<p>Children's experiences from March will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing</p>

Year Group	Projected Cost	Actions Taken	Staff Lead	Monitoring	Review date
Classes Year 1 to 6	Intervention session – 1 afternoon session per week TOTAL - £7,500	Small group tuition session during week to support children with basic skills in English and Maths led by Class Teachers and Teaching Assistants Gaps identified through use of baseline assessments and teacher assessment	SLT	Pupil Progress Meetings Ongoing assessment	July 2021
All classes Years 1 to 6	TOTAL - £600	Purchase and implement the updated Rising Stars Standardised Assessments suite, PIRA and PUMA. Complete termly tests and record assessments on MARK to identify gaps and to track performance.	Deputy Head Teacher	Pupil Progress Meetings Ongoing assessment	July 2021 Assessment drops
Years 1 and 2	Total - £1,200	Additional phonic input sessions to identify and close gaps in phonetical knowledge	English Lead	Pupil Progress Meetings Ongoing assessment	July 2021
All classes Years R to 6	Total - £800	Additional online learning resources purchased, such as Maths.co.uk so that children can practice mathematical skills, Spelling Shed will be purchased so that children can practise spellings at home. Spag.com to ensure basic grammar is embedded. Purchase of Literacy Plus to support planning for teachers	Deputy Head Teacher	Pupil Progress Meetings Ongoing assessment	July 2021
All Classes Years R to 6	Total - £400	School Cloud is purchased to ensure contact is made with all parents/carers during this academic year. Uncertainty of future face to face meetings is mitigated by use of cloud technology. Use of system to ensure children who are isolating can access assessments.	Deputy Head Teacher	Feedback from parents/carers	November 2020 March 2021
All Classes Years R to 6	Total - £300	Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.	Class Teachers	Feedback from Class Teachers once children to school or work is emailed to Class Teachers	July 2021

Year R	NELI Programme funded Training 8 hours Delivery – 4 hours per week TOTAL - £1,000	The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. It has been found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension. It is targeted at children with relatively poor spoken language skills	Reception Teacher leading Reception TA to be trained to deliver programme	Pupil Progress Meetings Ongoing assessment	July 2021
All Classes Years R to 6	TOTAL - £1,000	Additional resources purchased to ensure children's wellbeing and to enrich curriculum opportunities	SLT	Pupil Progress Meetings	July 2021
All Classes Years R to 6	TOTAL - £2,500	Purchase additional tablets in order to loan equipment if required during self-isolation periods	SLT	Sign in/out record. Class Teachers to monitor work	July 2021
Total budgeted cost					£15,300
Contingency					£1,500