

**Stanton St Quintin Primary School
COVID CATCH UP PREMIUM STATEMENT 2020- 2021**

SUMMARY INFORMATION

In July 2020, the government announced 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. The coronavirus (COVID-19) catch-up premium funding is available for all state-funded mainstream and special schools, and alternative provision. The Education and Skills Funding Authority has published details of the provisional allocation of the coronavirus (COVID-19) catch-up premium and the conditions of the grant for the academic year 2020 to 2021. The school has now received confirmation that our funding for the year will be £4880. The DfE has produced some guidance on how the money should be spent: coronavirus (COVID-19) catch-up premium guidance: “As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. **It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit.**

Total number of pupils:	67	Amount of catch-up premium received per pupil:	£80
		Total catch-up premium budget:	£4880

Identified impact of Lockdown and School Closure:

Reading: Phonics, fluency and comprehension – identified as areas of need.

Writing: Many children across the year groups working below Age related expectation

Maths: Fluency of Number impacting on application and reasoning.

Non- core: Reconnection – settling the children as a class and within the school community was a key part of the planned Recovery Curriculum.

Additional:

During Lockdown 1 parents were supported with the delivery of maths and phonics through the structure of Maths No Problem – access to the MNP hub maths, and continuation in the Sounds Write Phonics programme.

Reading challenges, and word of the week pre-recorded session from the English Subject Lead continued to keep the profile of English high within this extended remote learning

Aims of the catch- up funding:

- Identify individual and cohort patterns, trends, needs and action targeted intervention specific to needs.
- Use of high quality small group and 1:1 intervention – Maths and English. Grouping to be fluid across year groups to support those children working below ARE aimed to gain confidence, resilience and ensure a secure foundation of key skills established to move learning forwards, accelerate progress and address slippage in expected attainment.

These aims will be achieved:

For all pupils through:

- **Quality first teaching** in all year groups so that children are supported and challenged to make good/ accelerated progress from their starting points
- **Working through well sequenced, purposeful planning.** For example, teachers have adapted planning in order to focus on missed objectives and to consolidate the basics.
- **Focus on consolidation of basic skills.** The core skills, which enable successful learning, will require increased focus across all year groups. These include: handwriting, writing stamina, spelling of high frequency words, basic sentence punctuation,

times tables recall, basic addition & subtraction fact recall and reading skills. Learning will also focus on the application of knowledge and skills

- **Particular focus on early reading and phonics.** This is always a focus and will continue to be so in order to develop reading ability, comprehension and vocabulary. Year 2 and Year 3 children will continue with daily phonics lessons to ensure all children are confident and secure with their phonics.
- **Assessment of learning and of basic skills to identify gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. Groupings will be fluid to target individual or groups of pupils.

For some Pupils:

- **Additional support and focus on basic core skills.** This will be dependent on need as identified through ongoing assessment. This will take place in class and/or as additional intervention.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). This will take place in class and/or as additional intervention.
- **Additional targeted language support for Foundation children.** Small and one-to-one language support will be provided for identified pupils.
- **Targeted intervention** for those pupils who do not pass the phonics screening in the autumn term in Year 2 and for those who need to make accelerated progress in Year 1
- **Targeted support** through ELSA sessions for those who need additional 1:1 or group support.

Spending of Catch Up Funding at Stanton St Quintin Primary School:

- Additional specialist TA support for Maths Y1-6. – 4 mornings per week.
- Reallocation of existing TA support for small group targeted English interventions. EYFS and KS1.

Impact of Catch up Funding:

The impact of the Catch up Funding will be monitored and evaluated by EHT, HoS and SLs and reported to T, TL and D Governor Sub Committee of LFSSQ Federation.