

COVID Catch-Up Premium Report 2020.21



Children and young people across the country have experienced unprecedented disruption to their education due to the COVID-19 pandemic. As a result, the government has allocated additional funding for schools to support in the delivery of a ‘COVID Catch-Up Programme’ to redress some of the impact of the school shutdowns- this includes both the academic impact and any impact on children’s mental health and wellbeing.

At Chorlton Park Primary most children have transitioned extremely well back into school, however, some children are showing the need for additional adjustments and interventions due to their time away from school. The Catch-Up fund allows each school the flexibility to utilise the money how they best see fit and select the strategies that will provide the greatest impact and support for all the children.

Our catch-up strategy, which is detailed below, aims to support all children across school linked to their personal targets in all areas of the curriculum, as well as their personal development and wellbeing. We have used the EEF ‘COVID Support Guidance for Schools’ document to inform our planning.

Overall aims: Teacher feedback at pupil progress meetings and assessment outcomes have informed the decisions over priorities for catch up. These are as follows: -

- To reduce the attainment gap between your disadvantaged pupils and their peers, particularly in the above, borderline and emerging groups
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

| Summary | | |
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| Total number of pupils (Ex. Nursery) | Total Catch Up Premium Funding per pupil | Total catch-up premium budget |
| 618 | £80 | £49,440 |

| Barriers to Future Attainment |
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| Children have been away from school for a significant period of time which has in some cases resulted in poor mental health, wellbeing and issues around social and emotional behaviours. |
| Some children’s resilience and self-confidence is lower than pre COVID which could result in weak progress and attainment |
| Gaps in basic skills taught remotely in reading, writing and maths leaving some children behind their normal attainment level |
| Children in EYFS and KS1 have gaps in their Phonological knowledge which leads to slower reading and writing progress. |
| Variability in home learning engagement has led to missed knowledge and misconceptions. |
| Early Career Teacher Training has been compromised due to the pandemic and could lead to missed training opportunities and limited classroom experiences and support. |

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| Strategy | |
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| Level | Catch Up |
| 1 | Quality First Teaching in every class |
| 2 | In-class same day interventions and support |
| 3 | Specialist teachers and TAs provide additional teaching and interventions |
| 4 | NTP 1:2/3 tutoring |

| Catch Up Summary | | | | |
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| Actions | Success Criteria | Costings | Staff Lead | Review |
| Time allocated for Play Therapist to work with children and families who have legacy mental health issues providing barriers to learning on their return to school and beyond. | <ul style="list-style-type: none"> Attendance close to normal at all points throughout the year Children well supported and progress evident in sessions and also in attendance Positive pupil and parent feedback Diminishing number of children requiring support for COVID related anxieties | £7259 | Inclusion Team | Half Termly SDQ assessment |
| Purchase specific 'catch up' resources to boost progress of children in reading | <ul style="list-style-type: none"> Annual subscription to Oxford Owls online library Budget allocated and used effectively to purchase specific Key stage 1/ Early Years reading resources | £840 £1000 | R Gonthier | Half Termly |
| Leaders to work with all class teachers to ensure that all deliver in-class <ul style="list-style-type: none"> Same day maths intervention Target readers Focus Guided reading groups Writing conferences | <ul style="list-style-type: none"> Children will 'keep up' in daily maths lessons Targeted children will be more confident, fluent readers with improved comprehension Through writing conferences, children will have strategies to improve their own writing | 10 weeks @£250 over 4 phases £10,000 | AHTs | In half termly Pupil Progress Meetings |
| Use additional teachers and TAs for the Spring and Summer terms to deliver smaller group teaching and bespoke catch-up programmes | <ul style="list-style-type: none"> Gaps in learning will be identified and closed Children will keep up and gaps in attainment will be diminished | £190 x 10 weeks for KS1/KS2 and reception £13,300 £120 x 10 weeks for KS1 and KS2 £7,200 | AHTs | Entry and Exit assessment |

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| <p>Reception teachers and TAs to deliver the NELI project (The Nuffield Early Language Intervention) which is a 20-week programme proven to help young children overcome language difficulties. NELI Programme. It combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p> | <ul style="list-style-type: none"> • To begin the programme when the children return after lockdown and continue until the end of the summer term. • Ensure fidelity to the programme with all sessions completed. • Children will have improved listening skills, phonological awareness and narrative skills. These will be evident in class and group situations. | <p>£5,584</p> | <p>G Keeley</p> | <p>Entry and Exit assessment</p> |
| <p>National Tutoring Programme: FFT Reading Intervention: Pupils will work with a tutor in two cooperative pairs (four pupils to a tutor), taking turns as 'Reader' and 'Coach'. The tutoring programme will improve reading skills, phonics, fluency, spelling, and comprehension.</p> | <ul style="list-style-type: none"> • Clear progress of targeted children evidenced by entry and exit data • Targeted children will be more confident readers • Targeted children will have increased phonological awareness • Targeted children will have improved spelling strategies | <p>£2200</p> | <p>H Heron</p> | <p>Entry and Exit assessment</p> |
| <p>National Tutoring Programme: Maths Intervention: Pupils will work with a tutor in threes. The tutoring programme will improve maths fluency, basic skills and lost learning.</p> | <ul style="list-style-type: none"> • Clear progress of targeted children evidenced by entry and exit data • Gaps in learning will be identified and closed • Children will keep up and gaps in attainment will be diminished | <p>£2700</p> | <p>M Blackburn</p> | <p>Entry and Exit assessment</p> |