



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 Well Green Primary School, 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 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.

Strategy Rationale

At Well Green Primary School, we are an inclusive school and we are committed to securing excellent outcomes for all of our children, especially those most affected by the closure of school during National Lockdowns but also classes who experienced further closures or individual children who have been adversely affected. 'Quality First Teaching' in every class will have the greatest impact, therefore raising standards of teaching for all our children and focusing on 'progress for all' will we believe result in sustained impact. We strongly believe that high quality care, expertise and excellent quality of teaching needs to be present in all classes. Teachers and the Leadership Team will use their knowledge of the children to determine the type of intervention necessary for the targeted children. School will use a range of Diagnostic Assessments to provide us with pupils' strengths and weaknesses. The interventions and actions listed here are not exhaustive of the work school has and continues to undertake to provide children with the academic, social or emotional support we are providing to the children.

Strategy Aims:

Teacher feedback at pupil progress meetings and assessment outcomes have informed the decisions over priorities for catch up. We have also sought the views of children and parents. These are as follows:-



- The Catch-Up Funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils who are not on target to achieve their personal targets due to school closure in summer term 2020, January 2021 or through individual class closures.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Strategy Outcomes:

- To provide additional TA support in class to support learning.
- To ensure pupils have access to remote learning if self-isolating.
- For all pupils to be achieving their projected targets in English and Mathematics.
- For pupil's emotional wellbeing to be supported.
- For all pupils to have access to a recovery curriculum which will fill gaps in learning across the foundation subjects.

Summary			
Total number of pupils (Ex. Nursery)	Total Catch Up Premium Funding per pupil	Total catch-up premium budget	Additional Well Green Funding
218	£80	£17,440	£7068.20

Barriers to Future Attainment
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.



Actions	Success Criteria	Monitoring & Evaluation of Strategy	Staff Lead	Cost
To purchase online resource 'Oxford Owl' to provide all children with access to reading books.	All children able to successfully access 'Oxford Owl' at their level. Children enjoy their reading.	Rosie Shaw Teachers check during Lockdown	Rosie Shaw	£630
Purchase comprehension materials to support reading for meaning in Y3-Y6. Additional time in class.	Children to use CGP Comprehension books to promote reading for meaning. Children are able to meet their year group expectations	Teachers to check pupils' understanding.	Rosie Shaw	£264.20
Purchase Scholfield & Simms for R-Y2 Phonics Books. Intervention groups to support children's understanding of phonics	For children to be secure in their Phonics phase.	Rosie Shaw to track pupil progress on our Phonics Tracker. Teachers to monitor individual pupil progress.	Rosie Shaw	£729
To employ an additional TA (Qualified teacher) to provide support for learning in class.	Increased TA time in class, providing quality support for groups and individual children.	Class teacher and Kate Markham	Kate Markham	£21,965
Additional TA and existing HLTAs to provide after school interventions offering additional teaching to target classes and groups. Use of diagnostic testing to determine the pupils and their needs.	Targeted children make increased progress towards their end of year expectations. Diagnostic tests used to determine pupils' needs and targeted intervention, pupils able to meet year group expectations.	Teachers Kate Markham	Kate Markham	School Budget – staff hours

