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.

Our catch-up strategy, which can be downloaded 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.

The School’s Senior Leadership Team monitor the implementation of the strategy to assess its impact on both the educational attainment of pupils and its impact on their personal development and wellbeing.

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| **Summary** |
| 2020-2021 2021-2022 | Total Catch Up Premium Funding | £30, 461 |

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| **Barriers to Future Attainment** |
| Basic skills in reading, writing, SPAG and mathematics may be below or significantly below age-related expectations. |
| Key elements of the curriculum in foundation subjects and RE have been missed. |
| Widening gaps between pupils due to differences in levels of engagement with home learning. |
| Pupils’ mental health may have been significantly affected due to the pandemic for a number of reason such as bereavement, lack of socialisation or lack of routine. |
| Pupils’ behaviour and attitudes to learning may have been adversely affected. |
| Parents/carers may not send their children to school due to concerns over whether they will be exposed to COVID-19. |

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| **Intended Impact of Catch Up Strategy** |
| Pupils catch up in basic skills in reading, writing, SPAG and maths and make rapid progress. |
| Core knowledge is prioritised for teaching in foundation subjects and RE. |
| Pupils who are furthest behind their normal attainment level are prioritised for catch up and pupils make rapid progress as a result of targeted intervention. |
| Pupils whose mental health has been affected during the pandemic are prioritised for support. The support provided limits the impact on pupils’ mental health and wellbeing as well as their wider attainment and progress. |
| Pupils settle quickly into school routines and behaviour and attitudes to learning are strong. |
| Level of attendance is high and comparable to pre-COVID levels. |

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| **Strategy** |
| **Level** | **Catch Up** |
| 1 | Day-to-day planning for whole class |
| 2 | Interventions |
| 3 | Bespoke Catch Up |

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| **Catch Up Summary** |
| **Actions** | **Success Criteria** |
| Purchase specific ‘catch up’ resources to boost progress of children in reading | * Budget Allocated and used effectively to purchase Bug Club
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| Appoint an additional teacher for the academic year 2021-2022 to support staff with bespoke catch up programmes and interventions | * Teacher appointed on fixed term contract
* Year Groups (from Rec-Y6) allocated 0.5 half-termly curriculum support sessions with additional teacher for Level 3 catch up provision (at times releasing year group staff to administer catch ups)
* Clear Progress of targeted children evident in progress measures
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| Maternity cover contract extended to 31.08.21 allowing returning staff member to offer interventions | * Returning English lead to target specific pupils in Y2 and Y3 for the remainder of the summer term 2021 with Level 2 interventions
* Clear progress is of targeted pupils is evident in progress measures
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| **Additional Actions** |
| **Actions** | **Success Criteria** |
| SLT members to support staff with Level 2 and 3 interventions and catch up.= | * DHT (0.25 sessions per week) and AHT (0.5 sessions per week) to provide curriculum support to Y4 and Y5 identified pupils respectively for half-term six 2021.
* Clear progress of targeted pupils evident in progress measures
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| After school Level 3 catch up sessions | * Staff members to provide a weekly catch up session for identified groups of children
* Clear progress is of targeted pupils evident in progress measures
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| Time allocated for Mental Health and Wellbeing Champion and school Family Support Officer to work with children and families who have a legacy of mental health issues providing barriers to learning | * Improved attendance
* Children well supported and progress evident in sessions and also in attendance
* Positive feedback
* Diminishing numbers of children requiring support for Covid-19 related anxiety
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