

## Post COVID Catch Up Premium Strategy 2021-2022



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 school with a total of £145 for each pupil in years reception through to 11. The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19).

Post COVID Catch Up Premium Strategy Report 2021-2022 as at September 2021	
Number of Pupils	88
Percentage of pupil premium children	19%
Percentage of pupils with SEND	10%
Catch up allocation	£2000
DfE Guidance	EEF Guidance
<p>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 curriculum expectations for the next academic year in <a href="#">actions for schools during the coronavirus outbreak</a>.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p>	<p>Guidance has also been sought from EEF  <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</a>   <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/">https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</a></p>

Post COVID Catch Up Premium Strategy Report 2021 -22 as at September 2021

<b>Actions</b>	<b>Who is responsible</b>	<b>Expected Impact</b>	<b>Cost</b>	<b>To be done by</b>	<b>Impact (February 2022/July 2022)</b>
Formative assessment of needs of children under categories of concentration, socialisation, academic and well-being	All	Able to track changes in children and make provision for those changes		November 2021	
Work scrutiny and writing moderation	All	Identify gaps in learning, share good practice		November 2021 (done early during OFSTED)	
Standardised tests	All	Form a baseline, identify areas of learning to focus upon		September 2021	
CPD in metacognition and self-regulation strategies	MH	Children purposefully direct their thinking and learning		April 2022	
Develop themes across the curriculum of sustainability, diversity and mental health and well-being	All	Through the curriculum children become aware of the wider world and their part in it as well as developing their own mental health and well-being		April 2021	

Use a range of approaches to plug gaps in learning such as STEM week and specific learning days	All	Gaps in curriculum areas that are a priority are covered		July 2022	
Phonics books purchased to support phonics teaching	All	Children make good progress in phonics		July 2022	
White rose booklets purchased to support maths teaching where children display gaps in learning	All	Teacher's have more time to extend learning in maths		November 2021	
Identify children to work with SC	All	All staff clear about which children are being supported and  MH to ensure that all appropriate children have been identified	£2000	September 2021	
Teachers to meet with SC to ensure that she knows where the gaps are and to plan support to ensure rapid catch up	All	SC has clear plans in place to support children and rapid progress is made		September 2021	
In event of lockdown: Remote learning plan in place and shared with parents	MH	Parents and staff are aware of expectations in the event of home learning			

Support for remote learning – purchase of equipment for children to access learning remotely	MH	Children are able to access remote learning	Government to support extra devices		
Support for remote learning – Tapestry and Google Classroom used by staff	All	Home-school communication is good			
Exercise books sent home in the event of home learning	All	Children, when not writing on a device, have somewhere to record their learning	We already have a stock of books		