



Covid-19 Catch-up 2020/21

In response to the Covid-19 Pandemic:

In June, a £1 billion fund for education was announced by the Government to support children and young people to catch up on missed learning caused by Corona virus (Covid-19).

The catch-up premium allocation to mainstream schools is £80 per pupil. This is based on the previous year's census.

Potterhanworth Church of England primary School is in receipt of $127 \times £80 = £10,160$.

Additional funds have been used to support the school's catch-up priorities

Our School's Catch-up Priorities:

- Address gaps in early reading/phonics intervention.
- To support early years development and missed opportunities.
- To provide additional support for pupils' wellbeing and mental health needs that have arisen as a result of the pandemic.
- To provide additional support/intervention to address any gaps in children's basic skills in English and maths.
- Provide support for social and emotional group work.
- To ensure additional support for Y3 children in the transition from KS1.

How is it Intended that the Grant will be Spent?

• Purchase additional resources to support children's wellbeing and development of social and emotional aspects of learning, growth mindset, social speaking programme (ego therapy, art therapy).	£2,356
• Increase staffing levels in early years and Y3.	£7,973
• Increase levels of TA support for specific, focused interventions.	Included above
• Increase levels of support for the missed opportunities in phonics/reading.	
• Additional intervention focus groups for SEN/PPG children	
• Provide additional training/CPD for staff in addressing gaps in learning - work with English and maths external consultants.	£2,252

<ul style="list-style-type: none"> Offer additional after-school catch-up programmes led by teachers and TAs; focus on core skills in English and maths. 	
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<ul style="list-style-type: none"> Additional lesson time on core teaching and consolidation of basic skills. 	£3,690
	£16,271

Desired Impact of this Expenditure:

- All children feel safe and happy in school.
- Staff are better informed and have a greater understanding of how to support the wellbeing of all children.
- A strong, effective remote learning model is in place.
- Effective parental engagement.
- Staff have a clear understanding on different strategies, approaches and interventions to close any gaps in learning.
- Strong outcomes across EYFS.
- Gaps are closing and children's basic skills are consolidated.
- Accelerated progress in phonics and early reading.
- The high profile of reading is evident across the school.

How is this Assessed/Evaluated:

- Staff questionnaires
- Pupil questionnaires
- Ongoing daily/weekly teacher assessment
- Staff meeting to share progress and next steps
- Staff supervision
- PPG/SEN reviews
- Mini quizzes, spot checks, focused challenges
- Reading/phonics assessments
- Schools' Balance - assessment programme