

## Covid-19 Catch Up Premium Funding

In June 2020, the government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This funding includes a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time

School allocations are calculated on a per pupil basis. At Pope Paul we have been allocated £16,800

### Spending:

At Pope Paul Catholic Primary School this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to back on track. This will include HarperCollins online reading materials linked to phonic knowledge, HFL maths, reading and writing resources, CGP workbooks and mental health and well-being online teaching resources
- Fund additional support staff and teachers to develop the outcomes of children who have been identified as needing extra support with their learning

### Aims:

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school
- Attainment outcomes at the end of 2020-2021 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age related expectation in that subject by the end of the year.
- By the end of the 2021-2022 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

### Implementation:

#### For all Children

- **Time spent on mental health, well-being and social skills development ( See SDP for details)**
- **Working through well sequenced, purposeful learning.** Teachers have adapted teaching to focus objectives not taught or not fully embedded. Through comprehensive pupil progress meetings and transition meetings in the Summer Term, key objectives were identified and used to plan a recovery curriculum.
- **Focus on consolidation of basic skills** The core skills which enable successful learning require increased curriculum time across all year groups. These include: a new handwriting scheme, spelling of high frequency words, basic sentence structure and punctuation, writing with a narrative focus, times tables recall, basic maths skills including the 4 operations.

- **Additional lesson time on core teaching** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning. Fluency maths sessions will take place 3 times a week in addition to the daily maths lesson. In order to keep a broad and balanced curriculum, some subjects will be taught in half termly blocks rather than the usual weekly lesson throughout the term.
- **Particular focus on early reading and phonics** This is always a focus in the school and will continue to be so in order to develop children's ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers identify gaps in learning and adapt their teaching according to the needs of their children. Feedback used to make next steps explicit to children. Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? Daily formative assessment and termly summative assessment used to inform progress. Attainment and progress data is collected at the end of each term.

#### **For some children**

- **Additional support and focus on basic core skills.**
- **Additional time to practise basic skills**  
The above will be supported by additional staffing funded by the catch up premium. This will be reviewed at the end of every half term and will include one to one focussed learning, small group interventions, support within the classroom and support before and after school.