



Moorlands Primary School

Covid-19 Catch-Up Premium Strategy

2020-21



What is the Catch-Up Premium?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off 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
- a National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a school programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs
 - an oral language intervention programme for reception-aged children

How is the funding allocated?

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census. Moorlands will be in receipt of £32, 480 (406 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

How will we use the money at Moorlands?

At Moorlands, this money will be used in order to:

Fund additional teaching staff to develop the outcomes of children who have been identified as needing to “catch up” with their learning.

What are our aims for ‘Catch-up’ at Moorlands?

The broad aims for “catch up” at Moorlands:

- 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 2020-21 for all year groups will demonstrate that the majority of children have caught up with age-related expectations and made expected key stage progress.
- Attainment outcomes at the end of 2021-22 for all year groups will demonstrate that all groups of children have made expected key stage progress.

How will we support the children in catching up at Moorlands?	
Chosen Action/Approach	Success Criteria
<p>Time spent on mental health, wellbeing and social skills development as part of a 'recovery curriculum'</p> <p>This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.</p> <p>ELSA support for identified children, including Breakfast Club every day.</p>	<p>Children will feel supported, calm and engaged in school.</p> <p>Children will have strategies to regulate their emotions and be in a better position to learn.</p>
<p>Working through well sequenced, purposeful learning schemes</p> <p>We have identified priority objectives and missed objectives in order to consolidate the basics and fill gaps. In Maths, we will use the DfE and White Rose materials.</p>	<p>Analysis will show that whole class gaps have been filled</p>
<p>Assessment of learning and of basic skills to identify major gaps. Teachers and Teaching Assistants will identify gaps in learning and adapt teaching accordingly.</p>	<p>Children make good progress term by term from their starting points at the beginning of the Autumn term 2020.</p> <p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p>
<p>Particular focus on early reading and Phonics.</p> <p>This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.</p>	<p>Reading skills are much improved from children's starting points at the beginning of the Autumn term 2020.</p> <p>Good progress demonstrated in reading ages and individual reading benchmark assessments on a term by term basis from Autumn 2020 to Summer 2021.</p>
<p>Additional focus on basic core skills supported by current and additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment. This includes:</p>	<p>Children make good progress term by term from their starting points at the beginning of the Autumn term 2020.</p> <p>Analysis will show that whole class and group gaps have been filled.</p>

<ul style="list-style-type: none"> - An additional full-time Y6 teacher to carry out teaching of sets for core English and Maths learning every day as well as some booster teaching: - Higher Achiever sets for core English and Maths learning; this enables the two main Y6 teachers to focus on the children that are most at risk of not meeting Age-Related Expectations. - Y6 Booster Maths for children at risk of not meeting Age-Related Expectations. - Part-time Y5 booster teacher - Teaching Assistants in every year group to carry out interventions in the afternoons 	
<p>Blended learning system in place that ensures children continue to access the next steps in their learning and make progress if they should have to self-isolate.</p> <p>Children will be in regular contact with their class teacher and receive feedback on their learning.</p>	<p>Children continue to access current learning and make progress through a strong remote learning system.</p>