



Covid-19 ‘Catch up’

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

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 and will not include Nursery numbers, meaning we are predicting Brambleside Primary 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.

At Brambleside Primary, this money will be used in order to provide:

- Curriculum resources and materials that support “catch up”.
- Two additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.
- Extra training to support pupil well-being.

There are two broad aims for “catch up” at Brambleside Primary:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with the National Average.
- The mental health needs of pupils are met and supported by the school.

Catch Up at Brambleside Primary is

(For all children)

Working through well sequenced, purposeful learning schemes. For example, in maths we updated our schemes of work which allows us to recap on prior learning and teach the missed objectives. In addition, each year group has produced a document as part of the transition process to inform the children's new class teacher what was missed during lockdown. This will ensure there are no gaps in the children's learning.

In PSHE, we devised a recovery package for all teachers to support PSHE teaching where needed at the start of the year so to support children's well-being on their return to school.

- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn 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 reading ability and vocabulary, online resources have been purchased Rising Stars Reading Planet and Phonics Hero to support the children in school and when working from home.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** 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.

(For some children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.
- **Time spent on mental health, wellbeing and social skills development.** 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. The school Inclusion Manager (and Mental Health first aider) will support children and has undertaken extra training to support them.

Catch up at Brambleside IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking