



Covid-19 Catch-Up Premium

The government has announced it will be providing schools with a Coronavirus (COVID-19) catch-up premium.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year 11.

At Shoreham Beach Primary School, we had **203 pupils on roll** at the time of application, which means we will receive a total of **£16,240**. We will receive this in instalments throughout the academic year.

The government guidance states that 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 guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

Although groups of children and individuals have been identified as needing extra support as a result of lockdown and remote learning – this is being provided in school using existing staff and outside of this funding plan.

Details of how we plan to use the Covid-19 Catch-Up Premium can be found below.

Strategy	Targets	Success criteria	Spending in action & planned outcomes	Impact measures
To employ a qualified teacher to focus on Y5/6 greater depth writing (small group tuition) <i>According to the EEF, a "three-way relationship between tutor, teacher and pupils" is</i>	To support higher ability pupils in maximising progress rates, focussing on gaps and misconceptions in learning	Employ qualified teacher on MPS 5 (5 mornings a week) Establish timetable and identification of pupils for support (Y5/6 Autumn term) with agreed pre,	The catch-up teacher is employed purposefully and directly by the school as a member of staff. They will work 5 half days a week for the whole year Autumn 2 – Summer 1 with Year 6 and Summer 2 with Year 5 in preparation for new academic year.	Monitoring: This impact will be measured by termly attainment outcomes and progress measures, against individual target set in line with prior attainment.

<p><i>“essential” and ensures tuition is guided by the school, linked to the curriculum and “focused on the areas where pupils would most benefit from additional practice or feedback”.</i></p> <p><i>The EEF states that “as a rule of thumb, the smaller the group the better”, but that both one-to-one and group sessions can be effective.</i></p> <p><i>Tuition delivered by qualified teachers “is likely to have the highest impact”</i></p>		<p>initial and post learning approach.</p>		<p>Catch-up teacher and class teacher will collaborate to review the impact of the work towards this regularly in between the main data capture points.</p> <p>Outcomes: Pupils supported by the catch-up teacher will have higher rates of success in reducing gaps in understanding and will be able to tackle ARE learning without gaps as barriers.</p>
<p>Greater Depth writing</p> <p>End of KS2 Writing <u>2017</u> 79% EXP 4% GD</p> <p><u>2018</u> 79% EXP 14% GD</p> <p><u>2019</u> 63% EXP 10% GD</p> <p><i>According to the EEF, great teaching is “the most important lever schools have to improve outcomes for their pupils”.</i></p>	<p>To support the teaching of greater depth in writing for those who should be greater depth but have fallen behind.</p>	<p>Provide training in Autumn 1 to staff and English lead</p> <p>Quality of planning for GD pupils is improved</p> <p>English lead embed training elements across the school through their work e.g Monitoring meetings, staff training, coaching etc</p>	<p>Catch-up teacher will work with key teachers and leaders to support the planning and in turn teaching of greater depth through CPD.</p> <p>Following this, leaders and teachers will cascade the information and strategies explored to ensure that Reading and writing, greater depth is further embedded to support those greater depth children who have fallen behind in their learning. This will be driven through further PDMs and then supported through the new coaching model.</p>	<p>Monitoring: Lesson observations, monitoring, book scrutiny and pupil progress demonstrates that GD pupil’s gaps are being addressed and pupils are appropriately challenged</p> <p>Outcomes: Evidence provided for greater depth pupils demonstrates they are on track for their individual EOT/EOY targets with little or no gaps.</p>

<p><i>To ensure every teacher is supported and prepared for the new year, there will be CPD to support curriculum planning or focused training on Greater Depth.</i></p>				
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