



## ALL SAINTS C.E. (V.C.) FIRST SCHOOL & BUSY BEES PRE-SCHOOL

### Covid-19 Recovery and 'Catch up' Funding

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 All Saints will be in receipt of £2520 in the 2020/2021 financial year and £1782 in the 2021/2022 financial year. 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.

#### Spending:

At All Saints, this money will be used to:

- Fund additional support staff hours to develop the outcomes of children who have been identified as needing additional intervention in their learning on return to school.
- Part-fund a full-time class teacher for Year 1 children in the Autumn term

#### Aims

The broad aims for "catch up" at All Saints are:

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- For the children who were in Reception at lockdown in March 2020 to return to school full-time in September 2021, taught by a full-time class teacher who will deliver a continuous provision, EYFS focussed curriculum in order to prepare children for moving into a mixed Year 1/2 class in January 2021.
- By the end of the 2021-22 year, for all children to have made expected progress in each half term that they are engaged in school-based learning.

#### Recovery at All Saints is

*(For all children)*

- **Working through well sequenced, purposeful learning opportunities.** For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the Maths No-Problem recovery curriculum as our spine of learning to ensure that children have good understanding of the basic concepts that have been taught throughout remote learning periods.
- **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 blocks 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.
- **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.
- **Additional lesson time on outdoor learning opportunities.** Where possible learning will take place in the outdoors, particularly in the afternoons. Children will be encouraged to work as teams and will be supported to re-kindle healthy relationships with friends and staff.

*(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.

**Recovery at All Saints 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