

Covid-19 Catch Up Premium Strategy 2020-2021 [Reviewed July 2021](#)

Summary information

School	Guilpen Morden CofE Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£ 2,632	Number of pupils	50

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

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. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

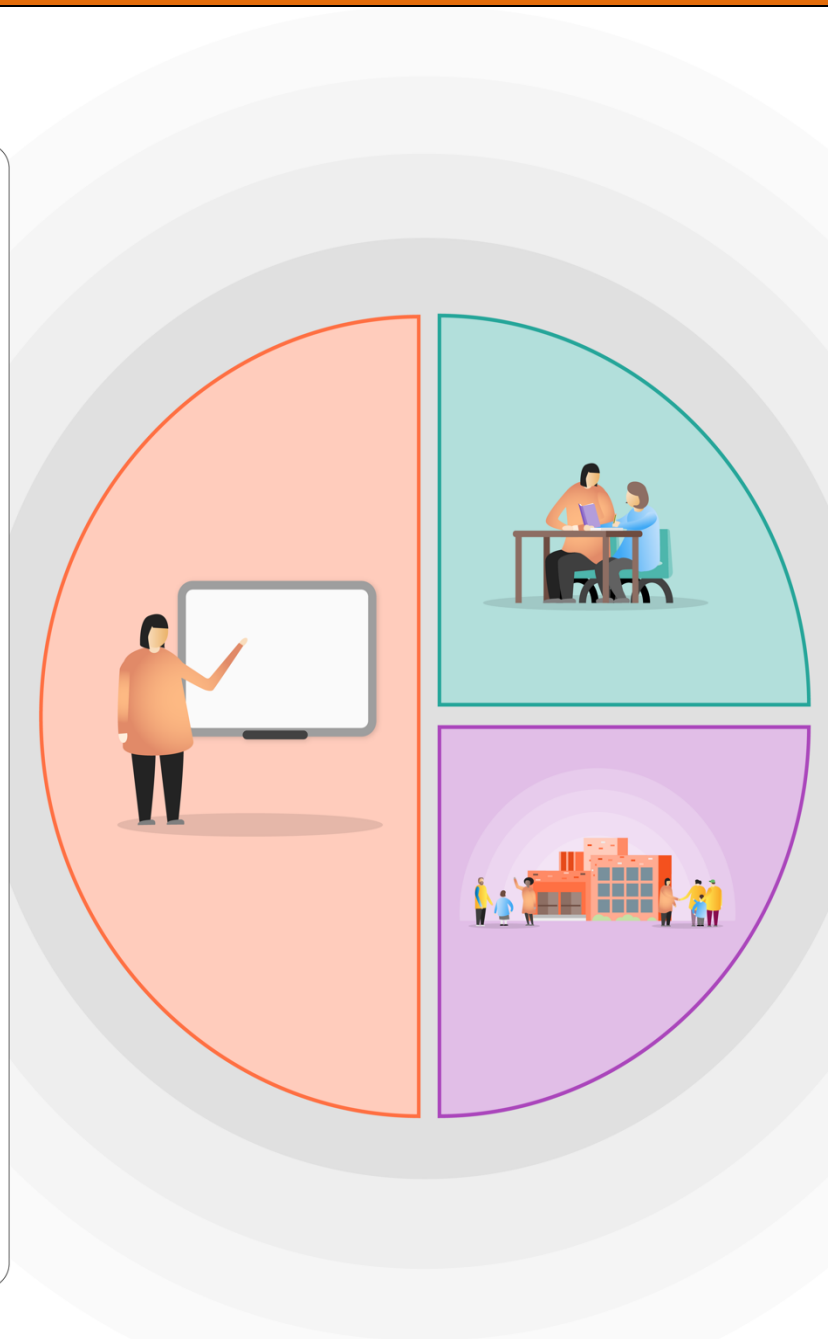
- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

1 Teaching

- Consistently deliver quality first teaching supported by evidence informed development for teachers and support staff.
- Embed a knowledge-rich curriculum that is broad and engaging with a focus on progression across the different year groups.
- Whole-class reading approach underpinned by clearly defined formative and summative assessment practices.
- Introduce Word Aware pre-teach programme for all pupils that focuses on vocabulary acquisition for reading and writing.
- Development of a Maths Mastery approach supported by White Rose Maths Hub.
- Regular subject planning and development meetings revisited across core and wider curriculum subjects.
- Collaboration with professionals to create bespoke and targeted learning for specific children, including those with SEND needs.



2 Targeted academic support

- Teacher-led targeted teaching for all pupils that is related to the national curriculum expectations within their intended year groups.
- Specific intervention programmes led by both teaching and support staff.
- Deployment of support staff with additional hours to support teaching and learning.

3 Wider strategies

- Pastoral support packages (internal and external).
- Staff to provide small group or 1:1 support to assist children with transitions in school and when moving on from Year 6.
- Frequent delivery of food parcels outside of FSM entitlement (using Wonde vouchers).

Planned Expenditure at Guilden Morden

1. Teaching

Desired outcome	Chosen Approach	Anticipated Cost	Lead	Impact (once reviewed)
The core and foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	- Consistently deliver quality first teaching supported by evidence informed development for teachers and support staff. - Embed a knowledge-rich curriculum that is broad and engaging with a focus on progression across the different year groups. - Whole-class reading approach underpinned by clearly defined formative and summative assessment practices. - Introduce Word Aware* pre-teach programme for all pupils that focuses on vocabulary acquisition for reading and writing. - Development of a Maths Mastery approach supported by White Rose Maths Hub. - Regular subject planning and development meetings revisited across core and wider curriculum subjects. - Collaboration with professionals to create bespoke and targeted learning for specific children, including those with SEND needs.	Word Aware Programme Support Staff CPD (x4 hours training) £92 Word Aware Programme Resources £200 Subject Leader time to review, evaluate and plan next steps (x4 sessions) £720	HT/CTs HT/CTs KW FC SLs All CTs KW	Pupils engaged in continuous learning through high quality first teaching through remote or onsite learning. Parents and pupils who were accessing learning from home were well supported with online tutorials and Zoom drop ins. All support staff engaged in the Word Aware training and were able to deliver targeted interventions with confidence. The impact of this was seen through teaching and learning in class and also evidenced in the APDRs for our SEND pupils. Subjects were able to identify strengths and next steps through monitoring and end of term outcomes for their subject and support the rest of the school with how to close gaps in learning for the next academic year ahead.

* **Word Aware** is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all pupils. This approach is full of practical and inspiring ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary.

2. Targeted Academic Support

Desired outcome	Chosen Approach	Anticipated Cost	Lead	Impact (once reviewed)
Teachers and support staff have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with age related expectations, giving a greater degree in confidence and accuracy of assessments and planned interventions.	- Teacher-led targeted teaching for all pupils that is related to the national curriculum expectations within their intended year groups. - Specific intervention programmes led by both teaching and support staff. - Deployment of support staff with additional hours to support teaching and learning.	Additional Support Staff Hours (5hrs 45 mins weekly) £1,656	CTs CTs/TAs HT	Through both onsite and remote learning staff were able to deliver the intended curriculum to ensure that pupils had continuous access to learning. When the schools reopened, staff were able to identify any gaps in learning from the onset and make adjustments to the planned curriculum and put interventions in place to ensure that pupils were able to meet end of year outcomes as best as possible.

3. Wider Strategies

- Learners understand how they can be effective learners, make good academic progress and promote their own personal development and welfare. - Pupils are confident about responding to challenges they face in their education and at home. - Pupils know how to access pastoral support to enable them to achieve their full potential.	- Pastoral support packages (internal and external). - Staff to provide small group or 1:1 support to assist children with transitions in school and when moving on from Year 6. - Frequent delivery of food parcels outside of FSM entitlement (using Wonde vouchers).		HT/KW CTs HT	Pupils and families were well supported by staff as well as an external counsellor to help with any changes or difficulties they were experiencing as a result of the pandemic. Year 6 pupils were well supported with transitions to secondary school through positive engagement with their receiving schools via online Zoom meetings, virtual school tours, letters from past pupils from our school and regular class talks about transition. All vulnerable families were well supported through the Wonde voucher scheme and food parcel donations from the local Rapid Relief Team.
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DEMAT (centrally funded offer)

£24 PER PUPIL (Centrally funded offer) See catch – up offer from DEMAT for Trust wide details School is participating in: Reading Reconsidered training Sounds Write training – Phonics Primary Knowledge Curriculum (PKC) – training and resources Cambridgeshire PSHE Curriculum and resources	Access will be provided to: DEMAT Ed. Psych DEMAT Approved Assessment resources MIT training (Maximising the Impact of Teaching Assistants) 3x3 hr sessions Emotional Literacy Support Assistant (ELSA) training 1XTA per 100 pupils DEMAT Speech and Language Therapist Access to ELKLAN training for identified staff	Total: £5184
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