

Stoke Prior Primary School

Catch-Up Statement Autumn term 2020

For the academic year September 2020/21 the school will receive catch up funding to support pupils after the period of closure as a result of the Covid-19 Pandemic.

Stoke Prior Primary School will receive £6880 over the course of the year. (£80 per Pupil number on Roll)

In order to plan how this additional funding will be spent the Governors reflected on how we can most effectively support the children and build on the key aims of the School Development Plan.

The increase has been used to partly subsidise an increase in teaching in order for the school to run 4 classes full time. While the cost of this exceeds the amount of money that the school will receive in Catch-Up premium it has been planned to do this as it meets the Principles of Support Strategies outlined in the document entitled...

“Covid-19 Support Guide For Schools” Produced by the Education Endowment Foundation. (EEF)
The following information is extracted from this document.

Supporting great teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.

Pupil assessment and feedback

Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.

Increasing the number of classes enables the school to have smaller class sizes, with less mixing of year groups. This ensures that the aspects outlined above can be met more effectively. Alongside this it enables teachers to plan for intervention programmes with more detailed knowledge of what individual children need.