



## Catch-Up Strategy Statement

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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

A total of £34, 560 will be allocated to Kings Worthy Primary School. This is an £80 grant for each pupil. £20, 160 will be received in the autumn term of 2020 with a further £14, 400 received in the summer term.

<b>Catch-up allocation this academic year</b>	£34, 560
<b>Academic year covered by statement</b>	2020 - 2021
<b>Review date</b>	20 <sup>th</sup> July 2021
<b>Statement authorised by</b>	Jamie Dodson
<b>Catch-up lead</b>	Lizzie Eggleston
<b>Governor lead</b>	Lorraine Suchanek

Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way. Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based that are proven to have a positive impact on closing gaps.

Supporting catch-up at Kings Worthy Primary falls under three identified headings:

### **1. Teaching and whole school strategies**

- Supporting high quality teaching  
High quality teaching is the strongest lever to support our pupils to achieve the highest possible outcomes. Prior to September 2020, teachers had dedicated time to review the curriculum and were supported and prepared to deliver it. Teachers early in their career have had a bespoke CPD package created to ensure support and mentoring. This will ensure all staff are delivering quality first teaching and therefore improving outcomes for all pupils.
- Pupil assessment and feedback  
Subject-specific assessments in Reading and maths have been used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. These have been used to identify pupils who would benefit from additional catch-up support. During all teaching, providing pupils with high-quality feedback, building on accurate assessment, will ensure catch-up and improve outcomes.
- Transition support  
Transition events were held prior to September 2020 to allow pupils to meet with their new class teacher. Teachers also met with parents to have a detailed specific handover for their individual child. On their return to school, the initial focus for each year group was to support transition and well-being where specific days and activities targeted their return to school. This has been further supported by the pastoral team in school and a focus on mental health.

### **2. Targeted support**

- One to one and small group tuition  
Creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that 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.
- Intervention programmes  
In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on English and maths.
- Extended school time

When restrictions allow, one to one and small group work may be held before or after school to provide additional academic or pastoral support for pupils. Evidence from the EEF foundation identifies that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.

### **3. Wider strategies**

- Supporting parents and carers  
Additional support to provide regular and supportive communications with parents, especially to increase attendance and engagement with learning.
- Access to technology  
To support learning, how technology is used matters most. Pupils will be supported in using Google Classroom and staff have had training on building this into the curriculum. Additional laptops have been received, through the DfE scheme, for vulnerable pupils to ensure that disadvantaged children have access to learning if they must isolate at home.

### Catch-Up Strategy Statement 2020-2021

	Objective	Measures	Resources	Projected spending
<b>Teaching and Whole School Strategies</b>	To ensure staff have the relevant skills, knowledge and training to provide high quality teaching to all pupils	i.Observations demonstrate good and better teaching ii.Staff are supported to ensure any gaps in training are given	CPD for newly qualified staff	n/a
	To continue the professional development of support staff to ensure they are equipped with the knowledge and skills to support pupils academically and emotionally	i.Support staff attend training ii.Support staff are able to deal with behaviours and pastoral support that have been triggered by time away from school and/or changes in circumstances at home due to covid-19 iii.Pupils make progress from their starting points	CPD for Learning Support Assistants	£250
	To identify gaps in pupil learning and where support is needed to improve pupil outcomes	i.Baseline assessments identify gaps ii.Pupils are identified for targeted support	Baseline assessments	£367.50
<b>Targeted Support</b>	To identify and support pupils with English as an additional language	i.EAL pupils make progress and outcomes are in line with their peers	1:1 tuition for EAL pupils	£50ph x 5 hours per week x 24 weeks £6,000
	To support groups of pupils catch-up on identified skills and knowledge to ensure high outcomes	i.Identified pupils make progress and outcomes are in line with previous predictions	Small group interventions	£50ph x 15 hours per week x 32 weeks £24,000
	To implement an extended day to provide additional catch-up for identified pupils	i.Before and after-school clubs are implemented to improve pupil outcomes	Before/after school interventions	£50ph x 1 hour per week x 12 weeks £600
<b>Wider Strategies</b>	To ensure pupils have access to learning if they are self-isolating	i.Any pupil who has to self-isolate and does not have access to technology at home will be given a laptop or IPad ii.Pupils maintain progress and achieve	Imaging of new laptops and purchase of IPads	£540 £2,793