

Marlborough St Mary's CE Primary School
Covid Catch-Up Strategy Statement 2020-2021



What is Covid Catch-Up Funding?

In July 2020, the Government announced a one-off universal £650 million catch-up premium for the 2020-2021 academic year to support schools in their efforts to close the education gap created by the national lockdown in the academic year 2019-2020 caused by the coronavirus (Covid-19) pandemic.

The Education and Skills Funding Authority has published details of the provisional allocation of the coronavirus (COVID-19) catch-up premium and the conditions of the grant for the academic year 2020-2021. The funding is allocated according to the number of pupils on roll and will be paid to the school in three instalments during the current academic year.

The DfE has produced some guidance on how the money should be spent but it has stated that it is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit.

Identified barriers to educational achievement due to the Coronavirus (Covid-19) Pandemic

Although all our families worked closely with the school during the national lockdown in order to support their children with home learning, Marlborough St Mary's CE Primary School has identified the following academic areas as potential barriers to achievement experienced by some of the pupils as a result of the National lockdown during the academic year 2019-2020.

- Reduced language skills – communication and comprehension of the written word
- Gaps in understanding and application of phonics skills
- Maths – assessments show gaps in understanding concepts from the 2019-2020 academic year
- Writing – writing stamina has reduced and there are gaps in understanding and application of grammatical features
- A few children also experienced upset; have reduced confidence and social skills.

Some gaps are due to content not being able to be fully covered during the previous academic year resulting in an interrupted programme. On the return to school in September, it has been evident in all year groups, that some of the taught content needs to be revised and consolidated.

In addition, teachers have observed that pupils joining the school in Reception have found communication skills and social skills challenging due to the being unable to attend their pre-school settings prior to starting school.

Overall, we are extremely pleased with how our pupils have returned to school. They are full of positivity and a desire to learn. They are keen to be in school and attendance has been above the national average. Throughout the school there is purposeful, industrious atmosphere with all pupils fully engaged with the broad and balanced curriculum that we continue to offer.

Desired Outcomes for 2020-2021

- All pupils to have made at least expected progress from their starting points in Reading, Writing and Maths during the academic year.
- All pupils to have reached their target attainment for the year based on their pre-lockdown attainment
- All pupils in need of ELSA / Nurture support receive that support during the year

Success criteria

- All pupils, who do not have an additional educational need, make good or outstanding progress in Reading, Writing and Maths during the academic year.
- All pupils, who also have an additional educational need, make good to outstanding progress towards their personalised targets.
- ELSA / Nurture support assessments show positive outcomes for pupils involved

Planned expenditure for the Covid Catch-Up funding

The planned expenditure, in line with government guidance and the Pupil Premium strategy, is taking a three key areas approach.

Research into strategies which are most effective in raising attainment, accelerating progress and closing the gap has been undertaken by the Education Endowment Foundation, National Foundation for Educational Research and other educationalists and evidence from their findings has been used to support our expenditure decisions for next year.

The National Foundation for Educational Research identifies seven key elements for success:



The Education Endowment Foundation Guide to the Pupil Premium identifies three key areas for focus:

As a school, our focus will be on key strategies which evidence from a range of sources, including the Education Endowment Foundation Toolkit, suggests accelerate pupil progress most effectively within these three areas.

These include:

- Quality First Teaching
- Reading proficiency
- Targeted interventions (1:1 and small group)
- Social and Emotional Support



Strategies for achieving our desired outcomes:

For all pupils we will:

- *Provide **Quality First Teaching** in all classes so that all pupils are supported and challenged to make at least good progress from their starting points and are on-track to achieve their full potential
- *Implement a **Broad and Balanced Curriculum** featuring well sequenced, purposeful cross-curricular and subject specific lessons enabling all pupils to develop and apply their skills across the full range of subjects
- *Use **Assessment for Learning** strategies rigorously to identify any gaps in learning; misconceptions in understanding and to subsequently adapt their planning and interventions to meet the ongoing need.

For some pupils we will:

- *Teach **Read, Write Inc (RWI) Phonics** to all pupils in EYFS/KS1 and any pupils in KS2 who need the support, fully identifying their individual standards and adapting teaching / groupings accordingly. The **RWI Virtual Classroom** will be purchased in order to provide additional support for all pupils in the event of remote home learning as well as support the in-school provision of phonics interventions.
- *Establish **high quality bespoke interventions** for those pupils who need additional time and support to secure understanding of key concepts – additional staff will be employed to allow a greater number of interventions to be undertaken
- *Continue to provide **ELSA / Nurture** for those pupils who need additional support in this area. Timetables will be adapted in line with covid-safe operating systems
- *Purchase a subscription to **Mathletics** for Year 6 pupils. This programme enables personalised assignments and challenges to be set which can support, consolidate and extend mathematical understanding. This will support with closing the gap due to the lockdown and provide an additional teaching tool to support remote learning
- *Introduce the **Nuffield Early Language Intervention** for targeted pupils to aid acquisition and comprehension of language skills.

How the additional Covid Catch-Up Funding will be spent:

- *Support the subscription to the Read, Write Inc virtual classroom
- *Support the introduction of the Nuffield Early Language Intervention (NELI)
- *Support the subscription to Mathletics for Year 6 pupils
- *Fund a teacher and teaching assistant (3 days a week each) to lead bespoke interventions that address gaps in learning that are as a consequence of the lockdown
- *Fund purchase of additional resources as necessary to support these interventions; embed the RWI Virtual Classroom and NELI Interventions

How the impact will be monitored:

The impact of the Catch-Up funding will be monitored and evaluated by Mrs Toni Holford-Wright (Deputy Head) and reported to the Head and Governing Body.