

# Catch Up Programme Overview

## 2021-22



Updated January 2022

### What is Recovery Premium?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education will be substantial, and we know that the scale of our response must match the scale of the challenge. We know that we have the professional knowledge and expertise in the school and wider education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery. The government has announced £1 billion of funding to support children and young people to catch up. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, we know that it is likely that disadvantaged and vulnerable groups will have been affected most. Alongside the universal catch-up premium, the government are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need it. Schools' allocations will be calculated on a per pupil basis, The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free school meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post looked-after children (post-LAC)

### Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get: £145 for each eligible pupil in mainstream education, The grant will only be available for the 2021 to 22 academic year.

## **What is School Led Tutoring Grant?**

Under School-Led Tutoring, all eligible state-funded schools are given a ringfenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools the flexibility to use tutors with whom they are familiar. Funding is allocated for around 60% of pupils, in Year 1 to 11, eligible for pupil premium, per school. 75% of the cost is subsidised in academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

## **Use of funds At West Didsbury CE Primary**

We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. We know that we have the flexibility to spend their funding in the best way for their cohort and circumstances. In order to make the best use of this funding, we have used the information and guidance from the Education Endowment Foundation (EEF) a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all pupils. We have used this document to help spend the funding in the most effective way. Total Recovery Premium funding: £6,670 for one year only.

## **Focus of Recovery Premium Funding allocated 2021-22**

The aim of our Recovery Premium funding catch up programme at West Didsbury CE Primary School is to address the learning loss of children as a result of Covid. We carried out autumn baseline assessments to determine children's academic needs to inform our decisions. We will be running a range of interventions/catch up sessions ranging from daily reading programmes, maths and writing catch up programmes and phonics catch up sessions. These will be run by our own West Didsbury CE staff as this will have the most impact on their learning going forward. We have employed a one year temporary teaching assistant to work in KS2 to support the teaching and learning in this cohort. We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2021-2022 will be on mitigating the learning loss for all with a particular focus on disadvantaged pupils following Covid 19 and supporting wellbeing. The impact of spending will be monitored via the senior leadership team, phase leaders and subject leaders. . Below provides information of where this money will be targeted and the intended impact.

## School Context:

Total number of pupils on roll	404
Proportion of PP, Reception to Y6	62 (15.3%)
Proportion of SEND children	49 (12.1%)
Recovery Premium allocation received so far into budget	£3,336
Delivering the interventions	Current teaching staff.
Frequency	daily
Total time	2 hours KS1 and KS2 per week
Approximate cost	£21,000
Resources purchased so far	<ul style="list-style-type: none"><li>• Full time TA (1 year contract) employed in KS2 to support interventions</li><li>• White Rose App</li><li>• Phonics tracker</li></ul>
Publish date	17.01.22
Review date	July 22
Lead	Hannah Large and Jane Dunn
Governor Monitoring	Zaheer Aslam

### PRIORITY AREAS FOR CATCH UP FUNDING

#### **Priority 1**

Phonics catch up interventions for children in years 1 and 2.

#### **Priority 2**

Writing across the school. Support of T4W to be implemented across school

#### **Priority 3**

Maths across KS2 in particular in Year 5

#### **Priority 4**

All staff aware of targets for RWM individually and RWM combined for each year group (at the moment this is done by phase) to ensure a 3-year upward trend.

Action	Who	Expected improvement	Success Criteria
1.1 Assess (baseline) phonics knowledge retained from previous year and compile a list of children for intervention groups.	JD, KS1 staff		Correct children targeted for intervention.
1.2 Set up pre learning interventions in KS1 delivered by a KS1 class teacher	JD, KS1 staff	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively	85% Phonics pass
1.3 Re-assess phonics knowledge with year 2 and set up intervention in KS1 focusing on those that didn't pass in Autumn	JD, KS1 staff	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively	100% of children in Year 2 pass the phonics screening test in Summer 2022.
1.4 Assess phonics / spelling / grammar knowledge in years 3 and 4 and compile list of children for intervention groups.	KS2 staff	Targeted children in years 3 and 4 make good progress in reading and writing, supported by a comprehensive phonic knowledge.	85% of children meet AREs Disadvantaged children make at least 3PP from post covid starting points
2.1 Assess and baseline writing knowledge to identify key children/groups.	KS1 / KS2 teaching teams		Correct children targeted for intervention.
2.2 Set up 5 x a week daily 'catch up' interventions in Writing in Year 5 to start 28.9.20. Additional TA employed to support target children	KS2 staff	Children make rapid progress in learning and retaining writing/grammar knowledge and are able to apply effectively.	Children make at least 3PP from post covid starting points
2.3 Set up 3 x weekly Clever fingers fine motor interventions in year 1	KS1 staff	Children improve fine motor skills and muscle memory for hand writing	Children make at least 3PP from post covid starting points. Evidence of fine motor skills.
3.1 Assess and baseline maths knowledge to identify key children/groups.	KS1 / KS2 teaching teams		Correct children targeted for intervention.
3.2 Set up 4 x a week daily 'catch up' interventions in KS2 . Additional TA employed to support target children	KS2 staff	Children make rapid progress in learning and retaining Maths knowledge and are able to apply effectively.	Children make at least 3PP from post covid starting points. Evidence of fine motor skills.