

Catch up premium: Coronavirus (COVID19) strategy statement

Academy name: **Churchwood Primary Academy**



What is the catch-up funding for?

- In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

How will we use the catch-up premium?

- Because we know our pupils well, we will use this funding in a way that suits them and their circumstances, but we will use it for specific activities to help them catch up on missed learning.
- We will particularly focus on disadvantaged and vulnerable pupils as we know that they have been most affected.

How do we ensure that our spending is effective?

- By ensuring that our spending is in line with our catch-up priorities
- Through regular monitoring of student data
- By evaluating and reviewing our strategy

C19 Catch up premium – academic year 2020/21

1. How we intend to spend the grant

At Churchwood Primary Academy we will receive approximately £16,000 through the catch up premium which will be spent to support pupil outcomes following the school closures due to the pandemic. The funding links to our improvement targets based on reading and developing the curriculum using the Education Endowment Foundation tiered model to ensure impact and efficient use of this funding.

Targeted approaches: the majority of the funding is to be spent on providing expert teaching in early reading to further enhance the implementation of Daily Supported Reader and Lexia Core 5 across the Middle Academy as well as one to one and small group reading interventions. The pupils in these groups will include SEND and disadvantaged pupils identified through professional discussions informed by data analysis and consideration of need and will be regularly reviewed for impact.

Teaching and whole school strategies: support great teaching through additional resources for phonics, mathematics and reading. We will enhance our reading books to support the reading, writing and wider curriculum. These will include support for pupils who are not yet working at the expected standard for their age. The drive towards a knowledge-rich curriculum is part of the academy and trust-wide core objective.

2. How the effect of this expenditure on the educational attainment of our pupils will be assessed

The use of the funding has been informed through the Education Endowment Foundation tiered model approach: positive educational and wellbeing outcomes are paramount. This links to the Recovery Curriculum which is to support pupils' emotional well-being and to support pupils' academic progress.

The majority of the Catch Up Premium is being spent on providing additional experienced staff as tutors during the school day. We have chosen to work with these support staff and teacher as we know their strengths in the teaching of early reading and they know the children and locality, rather than use the National Tutoring Programme. The impact of these additional teaching opportunities will be assessed through careful tracking of progress and attainment data, professional discussions with class teachers at Progress Reviews, outcomes of progress shared with parents via end of year reports and pupil voice on their strengths and areas for development sheets.

Reading is a key priority for every child in every class and this is a key driver within our Academy Long Term Plan. The impact of the money being spent on enhancing reading resources across the academy will be assessed in similar ways to above. The use of funding to support the use of additional phonics, reading and mathematical manipulative resources in classrooms will be evidenced through the end of year data capture and analysis, alongside professional conversations with teachers at Progress Review meetings. These resources were particularly useful during the period of remote learning and the best practice from these has been added to daily classroom input as a tool to further support pupil progress.