

# Catch up Premium: Coronavirus (COVID19) Strategy Statement

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Version 1 | May 2021

The Baird 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

# COVID-19 Catch up Premium – Academic Year 2020/21 – 2021/22

## 1. How we intend to spend the grant

### 2020-21

- £3032.85 – Purchase 'Bug Club' – this is an online reading resource that supports pupils to engage with reading. Pupils read banded books, which are tailored to their ability and reading stage and have to answer comprehension questions to demonstrate their understanding. Texts are high-quality, engaging and promote a range of reading strategies. Bug Club also supports early reading and pupils can ask for books to be read to them.

We have opted to carry forward the remaining funding into 2021-22. This is due to the need to ensure that our pupils are socially and emotionally ready to learn.

Many of our pupils have struggled to re-adjust to school routines and high expectations since the third lockdown. For this reason, we have decided to carry forward the funding until our pupils are ready to learn to ensure that it has maximum impact on their academic achievement. Terms 4 to 6 of 2020-21 will focus on recovery, using Carpenter's five levers to support pupil reintegration and will utilise our existing team to provide this level of pastoral support.

Using our existing resources we will prioritise the rebuilding of relationships and our pupils' mental health and wellbeing, as well as their social and emotional development, to ensure that they feel safe, happy and ready to learn.

### 2021-22

- £16,531.17 – Employ an additional intervention teacher in Years 1 and 2 from September to December to deliver a range of interventions to narrow the attainment gap caused for key pupils. As this will be a member of school staff, they will already have positive relationships with pupils, which will enable our pupils to achieve more highly. This teacher will conduct both 1:1 sessions, as well as group sessions with a primary focus on reading and phonics to ensure that every child leaves key stage 1 able to read fluently.
- £9755.97 – Employ an additional intervention teacher in Years 3 and 4 from September to December on a 0.6 basis to deliver a range of interventions to narrow the attainment gap caused for key pupils. This teacher will conduct both 1:1 sessions, as well as group sessions with a primary focus on reading.
- Both teachers will also offer some after school 1:1 and small group teaching for pupils to enable further catch up. Interventions provided by these staff will be evidence-informed.

We have decided to appoint teachers internally to these roles due to the nature of our cohort. We do not feel that pupils will thrive academically with staff who they do not have a relationship with and whilst we recognise the cost-efficient nature of the National Tutoring Programme, we believe that our pupils will make better progress with known adults, within school.

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

### **Bug Club**

Engagement of pupils will be measured using the online tracking system within Bug Club. This will enable us to see which pupils have engaged with the system and have made accelerated progress as a result of this.

Educational attainment will be measured using reading data from Star Assessments within Accelerated Reader. This will enable us to track the scaled score of each child to determine progress against age-related expectations.

The educational attainment of pupils will continue to be tracked using assessment and attainment

### **Teacher Input 2021-22**

Educational attainment will be assessed using our existing assessment methods, which assesses what knowledge the pupils have already retained and how this knowledge builds for the pupils.

All assessment will be focused on what pupils know and whether they are able to know more and remember more from the learning opportunities provided.

Assessment will continue to use STAR Reading tests to support, as well as PUMA tests and other forms of summative assessment, however the majority of assessment will be formative to inform future teaching and learning opportunities.

Pupil intervention will be tracked and the impact of any teacher interventions will be closely monitored using our assessment systems to support.