

## Keston Primary - COVID-19 Catch up Premium Strategy 2020-21



### **What catch-up funding is for:**

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

### **Funding allocations**

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

<b>Date of strategy publication</b>	November 2020	<b>Review dates</b>	July 2021		
<b>Total number of pupils:</b>	417	<b>Total catch-up premium budget</b>	£33,360		
<b>Disadvantaged pupils (%)</b>	14.5%	<b>Pupils with EHC plans (%)</b>	1.5%	<b>Pupils on SEND support (%)</b>	8%

### **Catch-up premium strategy statement**

All pupils receive a high-quality education that promotes their development

All pupils continue to be taught an ambitious and broad curriculum in all subjects from the autumn term

Curriculum planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

Planning and teaching considers the educational needs of individual pupils

Remote education (blended learning) is integrated into the school curriculum planning

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date
To ensure that the children are able to access learning through addressing wellbeing and identifying barriers to learning	Autumn 1 revised teaching and learning programme to include <ul style="list-style-type: none"> <li>• Wellbeing focus</li> <li>• Learning to learn</li> <li>• Resilience</li> </ul>	Children have opportunity to settle back into learning in school with additional support for both educational and emotional needs	Autumn 1	SLT	Autumn 1
Identify gaps in learning and where there is additional provision for wellbeing required	Baseline all children to identify gaps in learning  Identify wellbeing needs for groups/individuals	Class teachers and leadership are clear about where gaps are and support required  Children who require additional support identified and support in place	Autumn 1	H of S SENCo Assessment Lead Wellbeing lead	Ongoing 2020 - 2021
Target areas for the use of Covid Catch up Funding identified and support in place	Identify strategies and facilitate support in teaching to close the gaps in learning <ul style="list-style-type: none"> <li>• Planning to include summer term 2020 key objectives</li> <li>• In class identification and support</li> <li>• Use of PiXL</li> <li>• Small group and 1:1 in house tutoring</li> <li>• National Tutoring programme</li> <li>• Communication and Language support</li> <li>• Staff CPD – external and internal</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for autumn 2020 revised to include summer 2020 objectives</li> <li>• Teachers are clear regarding gaps of class/groups/ individuals</li> <li>• PiXL is in place</li> <li>• Tutoring is in place as required</li> <li>• Staff are supported with relevant CPD</li> </ul>	Ongoing	H of S SENCo Assessment Lead Wellbeing lead	Ongoing 2020 - 2021

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date
Attendance for all groups remains at least at national expectations	Support from attendance officer, senior leaders and EWO to facilitate high levels of attendance	Attendance remains at pre covid closure levels	2020 - 2021 Ongoing	Attendance officer SENCo EWO Senior Leaders	2020 - 2021 Ongoing
Pupils are able to access high quality supportive education when they are unable to attend school	Develop strategies to provide blended learning for children in all year groups on a short- and long-term basis	Blended learning policy is in place Children have access to relevant and high-quality learning when unable to attend school Children are able to access learning through Google Classrooms			