



Coulston CofE Primary - COVID-19 Catch up Premium Strategy 2020-21

Together, growing in mind, body & spirit

What is catch up funding:

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:

The catch-up premium is funded on a per pupil basis at £80 per child. This will be based on the previous year's census, meaning Coulston CofE Primary will be in receipt of £16,400 (205 x £80). 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. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.

Total number of pupils: 205	Disadvantaged pupils: 13%
Pupils with EHC plans: 3% Locality Funding: 2%	Pupils on SEND support: 17%

Catch up premium strategy statement:

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

All pupil continue to be taught an ambitious broad and balanced curriculum in all subjects from the Autumn term

The mental health needs of pupils are well met and supported by the school through D+T and coaching and mentoring.

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 / and part of School Development Plan.

At Coulsdon CofE Primary, following the advice from the EEF the Covid-19 'Catch up' funding will be used in order to provide:

- curriculum resources and materials that support mental health and well-being of children
- the purchase of curriculum resources and materials that support "catch up" e.g. additional maths resources to allow 1:1 "catch up" to take place e.g. power of 2 / plus 1.
- employment of a counsellor for one day a week to support the mental well-being of children
- employment of a dyslexic teacher for two afternoons a week to provide additional support for our dyslexic children
- additional TA support in classrooms to provide targeted group support
- additional banded reading books, phonic resources, and graduated readers for our lower KS2 and SEND children
- Increasing books with a wider range of diversity

Catch Up at Coulsdon CofE Primary is:

Intended outcomes	Actions	Success Criteria	Dates	Review Date
To ensure that the children are able to access learning through addressing wellbeing and identifying barriers to learning	Autumn 1 / Spring 2 Revised teaching and learning programme to include: Wellbeing focus Learning to learn Resilience	Children have the opportunity to settle back into learning in school with additional support for both educational and emotional needs	Autumn 1 2020 Spring 2 2021	Autumn 2 Summer 1 Ongoing review
Identify gaps in learning and where there is additional provision for wellbeing required	Baseline all children to identify gaps in learning. This will be completed through summative assessments and through discussions with children. Identify wellbeing needs for groups / individuals. Increase capacity for drawing and talking and employ a counsellor to work in the school. Implement Zones of Regulation training across the whole school.	Class teachers and leadership are clear about where gaps are and support provided. Children who require additional support identified and support in place. Pupils are able to use the zones of regulation to highlight their emotions and draw on tools to support their emotional wellbeing.	Autumn 1 2020 Spring 2 2021	Ongoing
Target areas for the use of Covid	Identify strategies and	Teachers are clear regarding	Ongoing	Ongoing - review regularly

<p>Catch up funding identified and support in place.</p>	<p>facilitate support in teaching to 'recover' lost learning.</p> <p>Purchasing of additional maths interventions across the whole school - Power of 2 and Plus 1 books.</p> <p>Employ a counsellor to work in the school one day a week.</p> <p>Small group support through additional TA support.</p> <p>Employ a dyslexic tutor to work two afternoons a week in the school.</p> <p>Additional support added as required.</p>	<p>gaps of class/ groups / individuals</p> <p>Staff are supported with relevant CPD</p> <p>Small group tutoring in place where required</p>		<p>and discussed weekly at staff meetings.</p>
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