

COVID Catch up premium.

What is Catch-up Funding?

Young people across the country have experienced major disruption to their learning as a result of lockdown and other restrictions. The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils with their recovery. This is especially important for the most vulnerable and disadvantaged backgrounds.

Allocation

Schools received £80 per pupil in the first allocation of spending to be spent across the Academic year 2020-2021.

Utilisation:

The DfE advised schools to look at the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

The EEF guidance suggests a 3-tiered* approach:

1. **Teaching:** e.g. High-quality teaching for all; Effective diagnostic assessment; Supporting remote learning; Focusing on professional development.
2. **Targeted academic support:** e.g. High-quality one to one and small group tuition; Teaching Assistants and targeted support; Academic tutoring; Planning for pupils with Special Educational Needs and Disabilities (SEND)
3. **Wider strategies** e.g. Supporting pupils' social, emotional and behavioural needs; Planning carefully for adopting a Social and Emotional Learning curriculum; Communicating with and supporting parents; Supporting parents with pupils of different ages.

At St Mary's Catholic Academy we have carefully considered DfE advice and the EEF guidance through the areas that would most benefit from this additional funding. The key areas of focus are:

High Quality teaching for all:

- CPD for staff to ensure remote learning and curriculum design is in place to enable students to recover.
- Provide staff with technology to enable effective modelling and metacognitive strategies.
- Enhancing the Academy's remote learning capability by upgrading to Google Enterprise.

Targeted academic support:

- Small group and one to one catch up tutoring for Year 10 and Year 7 students.
- Appointment of two teach first learning mentors to support disadvantaged students in English.
- Lexonic support extended for 12 months to support lower stanine readers.
- All SEND students reviewed and updated one page pupil profiles shared and discussed with parents.

Other approaches:

- Improved communication through a parents evening portal
- Additional careers advice and support for students to enable recovery for lost time.

The details of the Academy plan can be found here:

<https://www.st-mary.blackpool.sch.uk/index.php/files/13/School-Policies/152/COVID-Catch-up-Premium-Report.pdf>

St Mary's will review this plan in June 2021 and plan the remainder of the spending for academic year 2021-22 to include any further funding from the DfE.