



Rushwick CE Primary School Covid-19 'Catch up'

The Catch-up Premium is there 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.

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

The catch-up premium is funded on a per pupil basis at £80 per pupil. This is based on the previous year's census, meaning Rushwick School will be in receipt of £13,280 (166 x £80). The spending of this money will be down to schools to allocate as they see best and this report demonstrates how Rushwick School is targeting it. Our approach also draws upon the Education Endowment Foundation support guide for schools, which recommends an evidence-based approaches to catch up for all students.

Spending:

At Rushwick School, this money will be used in order to:

- Cover the cost of 1 to 1 teaching of individual pupils identified as needing "catch up" in their learning identified during the Spring and Summer Terms of 2020 lockdown period.
- Fund additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.
- Purchase curriculum resources and materials that support pupils to get "back on track".
- Participation in.... EEF

Aims

The broad aims for "catch up" at Rushwick School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at Rushwick School is

For all children:

- **Working through well sequenced, purposeful learning.** For example, Writing Sequences are being adapted to focus on missed objectives and consolidate the basics. In maths, we utilise the White Rose Maths Scheme as our spine of learning and we have been able to use catch up premium to purchase adapted plans that have been purpose written for catch up.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times-tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

For some children:

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Catch up at Rushwick School IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers' time spent highlighting missed objectives
- Teachers' time spent ticking off assessment points and extra tracking

Geoff Jeffrey, March 2021

