

## **Covid-19 'Catch up' Funding**

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. The funding is based on the previous year's Autumn census and will not include Nursery numbers. We are expecting Wessex Gardens Primary and Nursery School to receive £29,600 (370 x £80). The spending of the catch up funding will be determined by schools. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all children.

### **At Wessex Gardens Primary and Nursery School, this money will provide additional:**

- curriculum resources and materials that support "catch up" and the mental health of children.
- small group intervention to develop the outcomes of children who have been identified as needing "catch up" in their learning.
- technology (hardware) for children

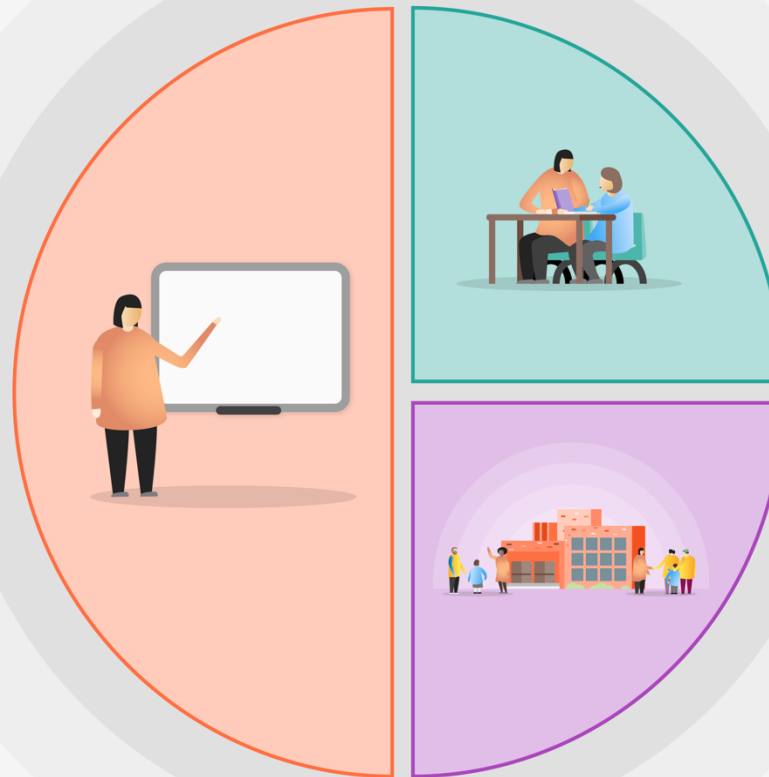
### **There are two broad aims for "catch up" at Wessex Gardens Primary and Nursery School:**

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- To provide support to ensure that we meet the mental health needs of children.

Catch Up at Wessex Gardens Primary and Nursery School has been planned using a tiered system, informed and supported by EEF research:

## 1 Teaching

- Embedding regular formative assessment opportunities
- Cognitive strategies: e.g. actions, rhymes, repetition and visual aides
- Teaching of vocabulary explicitly and in contexts
- Cross-curricular approach to teaching and learning to maximise connections
- Reading across the curriculum
- A focus on the teaching and consolidation of core skills (reading, speaking and listening, writing, spelling/ phonics, place value and calculation)
- Memorable experiences
- Accurate assessment practises to ensure learning is built on prior knowledge
- A well-sequenced, spiral curriculum
- The introduction and implementation of the Zones of Regulation to support mental health and wellbeing
- CPD to underpin the key Quality First Teaching strategies outlined above



## 2 Targeted academic support

- Astute identification of children in need of targeted academic or pastoral support
- Individual and small group interventions
- Interventions closely linked to classwork
- Pre-teaching of vocabulary, skills and contexts

## 3

- Learning mentor support for individual pupils and families
- Zoom coffee mornings to engage parents and carers into a virtual community
- School Council and Safety Team
- Attendance
- Celebrating achievement
- Creation of a food bank
- Being well: taking ownership of own wellbeing