**What is Covid19 Catch-up Funding?**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds were among those hardest hit.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.

The government has announced £1 billion of funding to support children and young people to catch up. 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 make up for lost teaching time.

**Allocation**

School allocations will be calculated on a per pupil basis, providing a funding amount for each student.

Brinsworth Howarth Primary School will receive £15,200 for the 2020/21 academic year.

**Utilisation**

Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstance.

**Spending:**

At Brinsworth Howarth, this money will be used in order to:

* Purchase curriculum resources and materials that support pupils to get “back on track”. These include the ELSA programme, MIND, online Rising stars reading books, TT Rockstars, Phonics Play and Numbots.
* Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

**Aims**

The broad aims for “catch up” at Brinsworth Howarth:

* 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.

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| Covid Safety measures in place | * Workplace, individual student/staff member risk

assessments in place where required due to underlying health concern/risk.* Managing sickness and outbreaks policy reviewed and amended regularly where required.
* Visitor protocols put in place and all planned visitors sent details prior to visit.
* Additional hand sanitisation points implemented across the site.
* Timed break and lunch times to allow for children and staff to move around the site more easily.
* Additional PPE has been bought.
* Face masks currently in use in all public areas across the site including upon entry to the building.
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| Learning School’s Recovery Curriculum | * The purpose of our recovery curriculum is to renew, rebuild and strengthen relationships. We need to listen and observe to what has happened during the period of national lockdown, understand the needs of our community and engage them in the transitioning of learning back into school. We need to understand their loss and help them heal. The curriculum focuses on rebuilding key skills, including communication. The curriculum will enable staff to assess and build student confidence as learners and nurture positive emotional well-being allowing pupils to be as independent as possible. There were four main areas of focus that were monitored, behaviour, attendance, interactions with others and engagement.
* To increase learner confidence, we will: Provide opportunities to re-establish learning within a school environment. Remind learners of what they already know and gradually increase the level of learning as confidence grows. Setting realistic challenges for them to manage. Gradually increasing their attention and concentration and adapt timetable as learning becomes more established.
* To nurture positive emotional wellbeing, we will: Provide as much routine and structure as possible (daily schedules, visual timetables, now and next). The curriculum will also provide ample opportunities to build in planned time outside. Visual timetables and social stories put into place prior to the students returning to help children familiarise themselves with the routines of the day.
* To enable learners to be independent as possible we will: Use structured systematic instructions to promote independence within activities and tasks and deliver problem solving activities.
* X1 member of staff identified to receive professional training in supporting mental health. X6 week course.
* X1 member of staff identified to receive professional training in becoming the ELSA lead for school. X6 weeks course.
* School will pay for MIND interventions for children.
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| Arrangements for baselining current skills and knowledge to identify gaps in learning for catch-up | * The Recovery Curriculum to be delivered to all students on return to school, monitored and evaluated weekly by class teams.
* Assessment of student progress through the recovery curriculum will be made in 4 key areas: Behaviour, attendance, Interaction with others and engagement. The overarching intent will be to move students to our curriculum as soon as assessment indicates that they are ready to do so.
* Assessment in core subjects will provide baselines assessments to identify gaps in learning, knowledge and understanding and any loss of learning. Personalised plans will be created address identified deficits to narrow them. Targeted interventions will take place in school for all who require extra support.
* **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.
* **Focus on consolidation of basic skills**. The core skills which enable successful learning will 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.
* **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.
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