

**Covid-19 Catch up**

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. This will be based on the previous year’s census, meaning GLPS will be in receipt of £2808 (351 x £80).  The spending of this money will be down to schools to allocate as they see best. 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 students.

**Spending:**

At GLPS, this money will be used in order to:

* Purchase curriculum resources and materials that support pupils to close gaps. These include Accelerated Reader, myON, Doodle Maths, additional phonics reading materials, additional resources for high frequency words, for families to support children at home, additional banded reading books, head phones to allow for independent work using IT interventions whilst teachers carry out interventions in small groups and additional resources to support EYFS outdoor social, speaking and listening skills.
* EYFS CPD from Early Excellence on outdoor learning.
* Staff CPD on Accelerated Reader, Star Reader assessments and myON,
* Governor CPD on Accelerated Reader, Doodle Maths, phonics and Early Reading, Talk for writing.
* Fund additional teachers to develop the outcomes of children who have been identified as needing catch up in their learning.
* Parent training sessions on phonics, Accelerated Reader and myON.

**Aims**

The broad aims for catch up at GLPS:.

* 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.

**Catch Up at GLPS is**

*(For all children)*

* **Working through well sequenced, purposeful learning schemes**. For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose Maths scheme as our spine of learning and we have purchased Doodle maths as our maths intervention.
* **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
* 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.

*(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 GLPS 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