

# Covid Catch Up Premium Plan 2022-2023

Summary information					
<b>School</b>	St Luke's CE Primary School				
<b>Academic Year</b>	2022-23	<b>Total Catch-Up Premium</b>	£13500	<b>Number of pupils</b>	195

## Guidance

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 will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils 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 circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

We feel using our own staff is the best way to support our learners. They have been trained to teach the tutoring programme.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching

Targeted approaches

- One to one and small group tuition
- Intervention programmes

## Overall Aims

“Catch up” will mean that:

- Teachers and Subject Leaders will work collaboratively to **identify gaps in learning and adapt teaching accordingly**. This ‘Curriculum Audit’ will be the starting point from which teaching will be adapted to ensure lost learning is emphasised in existing planned learning or revisited.
- **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, formal mathematics strategies 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.
- **Additional 1:1 or small group tuition to close the learning gaps.** Additional booster/ school led tuition support for identified children from a suitably qualified member of school staff to support and close gaps in basic skills.

## Planned expenditure

### 1. Teaching and related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<b>High quality teaching for ALL</b>  <b>Supporting great teaching</b>  <b>Focusing on professional development</b>	<ul style="list-style-type: none"> <li>• We believe that the class teacher will have the greatest potential impact upon helping a child to “catch up”. Our aim is to focus on giving staff time to further develop their quality first teaching. This has meant that leaders have avoided where possible placing any additional burdens on staff i.e. shorter, less frequent staff development meetings.</li> <li>• CPD in Maths &amp; English will be prioritised.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly summative assessments.</li> </ul>	HT, DHT	Termly
<b>Total budgeted cost</b>				<b>£2500</b>

2. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<b>High quality 1-to-1 and small group tuition</b>	<p><b>Additional Interventions as a result of lost learning / transition opportunities:</b></p> <p>Children identified by class teacher/ HT/DHT for individual and small group interventions. Children are identified through our pupil progress meetings.</p>	<ul style="list-style-type: none"> <li>Review of the children that will be part of this academic support based on the end term assessments.</li> </ul>	HT/DHT SENCO/All staff	Termly
<p><b>Teaching Assistants and targeted support</b></p> <p><b>Intervention programme</b></p>	<ul style="list-style-type: none"> <li>Phonics interventions including KS2 and for SEND pupils</li> <li>Under attainers intervention – children supported with half termly targets linked to learning gaps. Teachers and TAs to put in place interventions to close learning gaps</li> </ul>	On- going Phase assessments	Phonics leader  SENCO	On-going
<b>Total budgeted cost</b>			£11000	

3. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<b>Supporting parents/carers with pupils of different ages</b>	<ul style="list-style-type: none"> <li>• Regular Newsletters and other communication with parents/carers.</li> <li>• Early Help interventions</li> <li>• Signposting to commissioned services</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from school community</li> </ul>	HT, SENCO	On-going
<b>Total budgeted cost</b>				0
<b>Total budgeted Expenditure:</b>	<b>Cost paid through Covid Catch-Up</b>		£13500	
	<b>Cost paid through charitable donations</b>		£0	
	<b>Cost paid through school budget</b>		£2000	