



Covid-19 Catch-up Premium and Tuition Funding Statement

Successive periods of remote learning, partial school closures and other pandemic-related factors since March 2020 have negatively impacted on children's learning.

Research has shown that children have 'lost' several months learning over this period. The research also shows that children have not been uniformly impacted; vulnerable and disadvantaged pupils, particularly those who did not attend school during the lockdown periods, have been most effected.

Schools have received additional funding over the last two academic years to help them address this.

We used the funds in five distinct ways:

- Staffing enhancement to ensure better quality remote learning in smaller groups, so that relationships and knowledge of individuals could be best supported and used,
- Increased number, frequency and range of interventions and booster activities during the school day, using our own staff,
- Increased teaching support staffing to allow enhanced pastoral provision,
- Teaching staff in selected year groups have been released to carry out one to one writing conferences with pupils, and
- School-led tuition sessions (after school, half hour each time, three times per week) since January 2022.

In selecting pupils for boosting, intervention or tuition paid for by these funding streams, we considered the needs of individual pupils. While some needed increased emotional and social support, others needed more tailored learning support. Assessments by staff have highlighted pupils who appeared to have made less progress or were not on track to retain their previous attainment position. These children have been prioritised for interventions, boosting and tuition.

School chose to fund writing conferences, rather than other work in English, maths or other curriculum areas because our data and our observations showed that this was the area of learning in which children struggled most to retain learning and to make expected progress over the academic year 2020-2021.

The impact of this work has been;

- Phonics teaching and our in-school reading intervention (lexia) – children in our current (2021-2022) Year 4 cohort who have had additional phonics and lexia input show an average of 1.7 month's progress per month over the last year
- Faster progress made for all children in tuition sessions – roughly twice the rate of expected progress
- Writing progress in Year 5 – inconclusive evidence at mid-year. The cohort has maintained the previous assessed position in writing from Spring 2021 to Spring 2022. Maintaining the position may be an achievement in itself - comparative national data will not be available for this cohort until 2023
- Children in interventions - REACH (a reading intervention in Year 3) is showing double the rate of progress for those children involved
- Pupil attendance has remained significantly higher than the national average for all pupils and groups.

Our school has not been able to access funding for schools experiencing very high levels of staff absence, as we did not meet all of the qualifying criteria.

05/05/2022