

Covid-19 Catch-Up Premium

In June, the government announced that all schools would receive funding to help them develop a programme of support for children who have been identified as having significant gaps in their learning. The first allocation of this COVID-19 catch up fund was released to schools in December and there will be further releases. The catch up premium is funded on a per pupil basis at £80 per pupil. At Shoreham Village School, this means that the total amount of funding we will receive is £7440 (based on 93 pupils attending school at the time of our census.)

The guidance states that it is down to individual schools to allocate the funding as they see fit. We have used this money to purchase additional spelling, reading and online resources, which are being used throughout the school as well as using it contribute towards the purchase of 20 more iPads for the school and a bank of 10 kindles.

All staff will be expected to use diagnostic tools and formative assessment to identify gaps in learning and to then focus on basic skills and knowledge, including early reading skills, phonics, handwriting, spellings, punctuation and key mathematical concepts to close gaps in learning over time. These concepts will be revised regularly throughout the week to ensure that they become established and that the children are confident when recalling them in the future. Comprehensive assessments will be completed each term to enable detailed and focussed planning.

We have also invested in additional learning materials to boost the children's learning.

- Increased time spent on mental health and well-being;
- Purchase of 6 iPads for use by pupils to close the gaps during intervention groups, using online resources, efficiently with small groups (school funds have been committed to this in addition to the catch up funding to buy 14 further ipads, making a bank of 20) ;
- Purchase of ten kindles to boost engagement with reading and provide a suite of new reading resources.

We are very aware we need to plan this year with a high level of sensitivity and flexibility. Tracking pupils progress from the diagnostic tools data will provide evidence of the impact of the various strategies that we are investing in. We will analyse progress steps and align support to meet the needs of the children as we move through the year; this will change and develop according to the evidence of gaps being closed. This journey is highly likely to extend into next year to ensure that learning is embedded for all.