**COVID 19 CATCH UP STATEMENT – Duddon St. Peter’s CE School**

In June 2020, the government announced £1 billion of funding to support children and young people to catch up.  The money was split between a **catch-up premium** and a **national tutoring scheme.** The money for the catch-up premium is designed to ensure that schools have the support they need for **all** pupils make up for lost teaching time, and the money for the national tutoring school is designed to provide additional, targeted support for those children and young people who need the most help.

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 we are predicted to be in receipt of £7,520 (94 x £80).  It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government made it clear that the spending of this money is for schools to allocate it as they see fit. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) published a support guide for schools with evidence-based approaches to catch up for all students.

There are two broad aims for children:

* that the mental health needs of pupils are well met and supported by the school.
* that attainment outcomes at the end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.

Following the advice from the EEF, the Covid-19 ‘Catch up’ money will be used in order to provide:

* curriculum resources and materials that support mental health and well-being of pupils
* the purchase of curriculum resources and materials that support “catch- up”  e.g. additional phonics resources to allow 1:1 phonics “catch up” to take place.
* employment of teaching assistants to support phonics for Year One and Two, plus support for Reading and Spelling.

**Catch Up is:** *(For all children)*

* **Time spent on mental health, wellbeing and social skills development**. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. We will continue to use our PSCHE curriculum, and alongside this, additional time will be spent focusing on mental health and well-being.
* **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. Year Two will continue with daily phonics lessons during the autumn term to ensure all children are confident with their phonic sounds.
* **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**. This will be supported by teaching assistants, some as 1:1 intervention and support and some as small group work where applicable. This will range over Years One to Four. (In Years Three and Four, the support will include some literacy work, as well as Maths.

* **Additional time to practise 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). This additional support will be provided by a combination of hours by teaching assistants.

In total, at present, catch-up funding will cover the equivalent of about 10 hours per week, for 15 – 20 children across different year groups.