



Wynyard CE Primary COVID-19 Catch Up Strategy

Children and young people across the country have experienced unprecedented disruption to their education due to the COVID-19 pandemic. As a result, the government has allocated additional funding for schools to support in the delivery of a 'COVID Catch-Up Programme' to redress some of the impact of the school shutdowns- this includes both the academic impact and any impact on children's mental health and wellbeing.

Our catch-up strategy, which is detailed below, aims to support all children across school linked to their personal targets in all areas of the curriculum, as well as their personal development and wellbeing.

Summary		
2020 - 21	Total Catch Up Premium Funding	£30,880

Barriers to Future Attainment
Basic skills in reading, writing, SPAG and mathematics may be below or significantly below age-related expectations.
Key elements of the curriculum in foundation subjects and RE have been missed.
Widening gaps between pupils due to differences in levels of engagement with home learning.
Pupils' mental health may have been significantly affected due to the pandemic for a number of reason such as bereavement, lack of socialisation or lack of routine.
Pupils' behaviour and attitudes to learning may have been adversely affected.
Parents/carers may not send their children to school due to concerns over whether they will be exposed to COVID-19.

Intended Impact of Catch-Up Strategy
Pupils catch up in basic skills in reading, writing, SPAG and maths and make rapid progress.
Core knowledge is prioritised for teaching in foundation subjects and RE.
Pupils who are furthest behind their normal attainment level are prioritised for catch up and pupils make rapid progress as a result of targeted intervention.
Pupils whose mental health has been affected during the pandemic are prioritised for support. The support provided limits the impact on pupils' mental health and wellbeing as well as their wider attainment and progress.
Pupils settle quickly into school routines and behaviour and attitudes to learning are strong.
Level of attendance is high and comparable to pre-COVID levels.

Strategy	
Level	Catch Up
1	Day-to-day planning for Whole Class
2	Interventions
3	Bespoke Catch Ups

Catch Up Summary	
Actions	Success Criteria
Time allocated for Mental Health and Wellbeing Lead to work with children and families who have legacy mental health issues providing barriers to learning on their return to school and beyond.	<ul style="list-style-type: none"> • Attendance close to normal at all points throughout the year • Children well supported and progress evident in sessions and also in attendance • Positive pupil and parent feedback • Diminishing number of children requiring support for COVID related anxieties
Purchase specific 'catch up' resources to boost progress of children in reading	<ul style="list-style-type: none"> • Annual subscription to Reading Plus in place • Budget allocated and used effectively to purchase specific Key stage 1/ Early Years resources (budget to classes)
Appoint an additional teacher for the Spring and Summer terms to support staff with bespoke catch programmes	<ul style="list-style-type: none"> • Teacher appointed on short term contract • Year groups (from Rec – Y6) allocated 2 sessions per week with additional support teacher to for Level 3 catch up provision (release year group staff to administer catch ups) • Additional member of staff to host a nightly 'catch up' club – one for each of Y2 – Y6 • Clear progress of targeted children evident in progress measures
Appoint additional TA to support level 2 interventions	<ul style="list-style-type: none"> • Appoint 0.4 TA to support across identified year groups • Impact on progress of children in interventions evident