

# Covid-19 'Catch up'

## Merrylands Primary and Nursery

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

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 and will not include Nursery numbers, meaning Merrylands Primary and Nursery will be in receipt of £34,320 (429 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

### Aims

The broad aims for "catch up" at Merrylands Primary and Nursery:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- To reduce the attainment gap between disadvantaged pupils and their peers.
- To raise the profile of reading.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

### Catch Up at Merrylands Primary and Nursery

*(For all children)*

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will continue to utilise the White Rose Scheme as our spine of learning and use catch adapted plans that have been purpose written for catch up.
- **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.

- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days or half days rather than weekly lessons in the autumn term. The curriculum has been reviewed to ensure that there is still a progression of skills despite months of lost learning time.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so to develop children’s reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **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. These sessions include daily mindfulness sessions for small groups of children.
- **Promote a love of reading**  
Books purchased throughout the school – new incentives such as books as prizes for lunchtime behaviour
- **Supporting home learning**  
Purchase additional tablets for each classroom to encourage home learning and upgrading seesaw to improve communication with parents/carers? Oxford Owls and Purple Mash subscriptions purchased with online books available to read
- **Supporting remote learning**  
Additional textbooks for those pupils using home learning packs  
Updated laptops for teachers to deliver remote learning

*(For some children)*

- **Additional support and focus on basic core skills** Purchase curriculum resources and materials that support pupils to get “back on track”. This includes, staff training to implement Switched on Reading and Writing as well as IDL:

**IDL Literacy:** Focus on improving reading and spelling amongst pupils with various literacy problems, removes visual stress by the use of colour. Particular focus on pupils with poor phonological skills.

**IDL Numeracy:** Improve ability for low-attaining learners in mathematics. In order to be inclusive, the lessons in IDL are designed to reduce the stress those with dyscalculia would ordinarily feel when faced with mathematical problems.

- **Speech and Language** Fund Additional support staff to deliver speech and language interventions across the school including Wellcomms in Early Years
- **Maths 1:1**

Focus on identifying gaps and working with pupils over a 6 week period