



Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education is substantial. The team at Northburn Primary School has the professional knowledge and expertise to ensure that our children recover and get back on track. Returning to normal educational routines as quickly as possible is critical.

Universal catch-up premium funding is available, with the school's allocation calculated on a per pupil basis, providing a total of £80 for each pupil in years Reception through to Year 6 (£9,966). We have also received £2,632.50 for tutoring. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will not be added to the school's baseline in calculating future years' funding allocations.

Our school is required to use the funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak-for-full-opening-schools-section-3-curriculum-behaviour-and-pastoral-support>). Our school has the flexibility to spend their funding in the best way for our cohort and circumstances.

To support schools to make the best use of funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence based approaches to catch up for all pupils. This document should help direct our additional funding in the most effective way.

Some pupils have lost more learning time than others during coronavirus and have fallen more behind than the rest. Here are our guiding principles for helping those children who have significant gaps in their knowledge when they return to school and how to fill those gaps quickly. While many children have some gaps, most pupils should get back on track after a few weeks consolidation. Some disadvantaged pupils may face specific challenges and we will outline how best to support them. We have also outlined how we support disadvantaged pupils in our Pupil Premium Statement.

1) Supporting pupil and teacher wellbeing

We will:

- Revisit the ethos and values of Northburn so that a supportive culture is encouraged as relationships are re-established.
- Staff to look at DfE wellbeing Charter.



Northburn Primary School

Covid 'Catch Up' Planning 2021-2022

- Resources purchased to support wellbeing (Let's talk programme, PSHE association resources/Kooth).
- Training opportunities for staff ELSA and Mental Health Practitioner.
- Training in therapeutic provision
- School to join safeguarding SLA to access wider training opportunities.
- Participation in Northumberland school wellbeing survey.
- Wellbeing for Education Return Training <https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing>
- Refocus on Zones of Regulation.
- Complete CPI training and staff training on supporting children through trauma.

2) Target all learners

we will:

Ensure that we remove all barriers to learning and participation, provide an education that is relevant and appropriate to pupils' needs and which promotes high standards and the fulfilment of potential for all pupils. In consultation with teachers, designated safeguarding leaders (DSLs), special educational needs co-ordinators (SENDCO), we will look for pupils who:

- Most likely have the biggest gaps in speech and language (we are involved in NELI project) and phonological awareness.
- Have missed a lot of work as they have not been engaging with or accessing remote learning.
- Whose home lives make home learning difficult.
- Are vulnerable or have EHC plans, so learning from home may have been challenging.
- Have experienced difficult family circumstances, such as bereavement, that may have got in the way of learning.
- We will not assume that all these pupils will have significant gaps, or that they'll be the only ones who do.

3) Implement a broad and engaging curriculum that focusses on vocabulary acquisition.

We will:

Teach a high quality, broad and balanced and engaging curriculum to take into account the current circumstances of our school (a recovery curriculum).

- Identify cohort and individual gaps and highlight on our assessment framework (FROG).
- Review curriculum plans to ensure gaps are addressed and phase to agree phase improvement recovery



- plans (revisit/use of knowledge organisers).
- Plan for rebuilding relationships.
- Teachers and specialist teaching assistants should provide high quality responsive 'pre-teaching' and 'post-teaching'.
- Individual education plans and passports for children look to remove barriers to learning and focus on QFT.
- Provide opportunities for extensive outdoor learning.

4) Targeted academic support

we will:

Use a range of assessment strategies:

- Purchase RWI books and reading material for library areas.
- Additional staffing to support reading.
- Teachers will complete assessments which do not cause anxiety and allow for secure judgements about educational needs to be recorded on FROG.
- Teachers and teaching assistants should assess the depth of understanding in reading, phonics, writing and mathematics (AR/ RWI/White Rose)
- Staff should use KWL strategies to support recall, learning and memory.
- Implementation of one to one or small group tutoring.
- Effective tuition and intervention programmes should be implemented in each year group by one to one, paired or small groups (up to 3 pupils)

