



## Covid-19 Catch-Up Funding

This policy is subject to change. Churchill Gardens Primary Academy will be granted £14,640 of Covid-19 catch-up premium funding, to be received in three separate payments. The catch-up funding has been designed to mitigate against the effects of the disruption caused by coronavirus, and against its impact on the learning of children in years 1 – 6.

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Churchill Gardens Primary Academy intends to use the funding for the following:

1. To employ a Teach First academic mentor. This mentor will work with at least fifty pupils to accelerate their progress and support them in catching up with any missed learning.
2. To partner with School-Home Support to employ an expert pastoral practitioner who will work directly with pupils and their families to improve school attendance, behaviour, and engagement in learning.
3. To employ a part-time cover supervisor to support teachers in the classroom and release teachers to deliver high-quality, teacher-led interventions and support for pupils who need additional boosters to meet age-related expectations.
4. To provide cover for our PSHE lead that will enable her to continue designing and implementing a new PSHE curriculum to provide pupils with reactive and reflective PSHE support.

1. To employ a Teach First academic mentor. This mentor will work with at least fifty pupils to accelerate their progress and support them in catching up with any missed learning.

Pupils selected for additional support fall into the following categories:

- Pupils who did not engage with online learning
- Pupils not making the expected progress
- Pupil Premium (PP) pupils
- Pupils on the SEN register but without an EHCP

### **Intended outcomes:**

- Pupils making at least the expected progress in reading, writing and maths.
- A narrowing of the attainment gap between PPG and non-PPG pupils.
- Pupils “keeping up” rather than “catching up” with their peers.

### **Impact measures:**

- End-of-year summative assessment data that shows pupils operating at age-related progress.
- Termly pupil progress meetings that demonstrate pupils making the expected progress.
- A visible increase in pupils’ confidence during lessons.



2. To partner with School Home Support to employ an expert pastoral practitioner who will work directly with pupils and their families to improve school attendance, behaviour, and engagement in learning.

<https://www.schoolhomesupport.org.uk/about-us/>

**Intended outcomes:**

- Improved attendance for targeted families.
- Improved parental engagement from targeted families.
- Improved pupil resilience within the classroom.
- Pupils making progress in line with their peers.

**Impact measures:**

- A demonstrable improvement in the attendance of pupils and families.
- Positive parental feedback via conversations and questionnaires.
- End-of-year summative assessment data that shows pupils operating at age-related expectations and/or having made accelerated progress.

3. To employ a part-time cover supervisor to support teachers in the classroom and release teachers to deliver high-quality, teacher-led interventions and support for pupils who need additional boosters to meet age-related expectations.

**Intended outcomes:**

- More in-the-moment support that enables all pupils to “keep up” rather than to “catch up”.
- Fast-paced curriculum coverage despite a varying range of attainment within the classroom.
- Pupils making the expected progress as a result of high-quality teacher-led interventions and in-class support.

4. To provide cover for our PSHE lead that will enable her to continue designing and implementing a new PSHE curriculum to provide pupils with reactive and reflective PSHE support.



**Intended outcomes:**

- Pupil pastoral wellbeing is supported in a way that allows all children to access the curriculum without distraction.
- Whole-school wellbeing is a priority in a time of uncertainty for pupils.
- There is structured and focused development through the key PSHE areas as outlined by the PSHE Association.
- Class teachers feel supported in their delivery of the PSHE curriculum.
- Individual pupils receive support and the opportunity to have their needs met.

**Impact measures:**

- Demonstrably proven improved teacher confidence levels.
- Pupils feeling mentally healthy and happy.
- Pupils are able to articulate their emotions more clearly.
- End-of-year summative assessment data that shows pupils operating at age-related expectations and/or having made accelerated progress.

The school has also registered for the Nuffield Early Language Intervention (NELI) for our reception class. NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of children in reception.

We will also be running a wide range of enrichment opportunities for pupils to ensure that they experience a wide range of sports and academic clubs. Again, this is to mitigate against any loss of time and participation during the lockdown.