

Updated: March 2021
Review: September 2021



Cornerstone Multi Academy Trust

Coronavirus (COVID-19) Catch-Up Premium Statement 2020/21

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What is the COVID-19 Catch-Up Premium?

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Department of Education statement:

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide: [School Planning Guide 2021 | Education Endowment Foundation | EEF](#)

How much COVID-19 Catch-Up Funding will we receive?

The catch-up premium is funded on a per pupil basis at £80 per pupil (based on the number of children on roll in the most up-to-date census information). The funding is allocated to schools in three tranches.

In 2020-21 we expect to receive £73,200 for 915 children across the trust.

How is funding allocated?

The COVID-19 Catch-up funding has been allocated to the following provision, but does not cover the total cost. The two aims for “catch-up” at Cornerstone are:

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

What are the potential issues identified as a result of the COVID-19 disruption to education? (Ofsted Covid-19 series: briefing on schools, October 2020)

- Some children regressing in key skills due to lack of engagement with home learning
- Loss of reading and writing stamina
- Gaps in learning appearing due to periods of missed curriculum learning
- Regression in communication and language skills
- Social and emotional difficulties
- Lack of targeted Special Educational Needs and Disabilities (SEND) support during the lockdown period

How we plan to spend the COVID-19 Catch-up Funding to overcome these barriers:

Provision	Delivery
Mentor Meetings	All education focused staff (including the LT) are allocated a group of children, for which they are responsible for mentoring and supporting. The KS2 programme involves meeting weekly with individuals for 20mins, to

	offer pastoral support, and discuss progress and target setting in reading, writing and maths, addressing any issues or misconceptions within work. The KS1 programme focuses on Reading and Phonics The EY meetings take place in small groups rather than individual and offer opportunities for children to share experiences and completed activities. These meetings can happen in person, or via Teams call and are recorded for reference. The targets set are in a central area in the child's individual areas within the Class OneNote for review by the child and the class teachers.

The provision will support the following:

(For all children)

- Time spent on mental health, wellbeing and social skills development.
- Working through well sequenced, purposeful planning. For example, teachers have adapted planning in order to focus on missed objectives and to consolidate the basics.
- Focus on consolidation of basic skills.
- Particular focus on early reading and phonics.
- Assessment of learning and of basic skills to identify major gaps.

(For some children)

- Additional support and focus on basic core skills.
- Additional time to practice basic skills.
- Additional targeted language support for Foundation children.

How do we measure the impact of the COVID-19 Catch-Up Funding?

As with all government funding, school leaders and governors must be able to account for how the money is being used. The overall effectiveness and impact of the funding is evaluated regularly through phase meetings and more formally during termly Pupil Progress meetings which involve the CEO, Head of Curriculum, Head of Education, Head of Children Services, Trustees, as well as the class teachers.

In evaluating the impact of the funding, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;
- pupils books
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

In addition, the impact and spending strategy for this catch-up premium will be reviewed at every Full Trustee Board meeting and Standards Committee meetings throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how schools are using the funding to ensure the curriculum has a positive impact on all pupils.

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We will review the impact of our COVID-19 Catch-up spending half termly, and adapt our strategy according to specific group needs. Impact data is formally shared with trustees on a termly basis and our strategy reviewed and approved