



Catch up Funding Plan 2020-2021

Aims:

- 1) To support pupils to catch up for lost learning so pupils can meet the curriculum requirements for the academic year.
- 2) To support pupils with the reintegration back into school and learning.
- 3) To narrow any gaps in learning between disadvantaged students and others.
- 4) To support and improve the wellbeing of pupils following the COVID lock down.

Action Plan and Spending 2020-21

Government guidance for funding:

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Although you'll receive funding on a per pupil basis, you should use the sum available to you as a single total to prioritise support. There are no specific requirements for who to spend it on.

Overview	
Total Pupil Numbers	(Reception to Year 6) 181
Amount per pupil	£80 per pupil
Total COVID catch up budget	£14,480

*Based on current pupil numbers

**Based on student numbers from the October 2019 census

To support pupils to catch up for lost learning so pupils can meet the curriculum requirements for the academic year.				
Focus	Link to EEF Guidance	Actions	Success Criteria	Expenditure
<p>One mentor from the Academic Mentoring Programme to be in place by February 2021</p> <p>A 'catch-up' coach employed for the Autumn term</p>	Targeted Academic Support.	<p>To work collaboratively with the Academic Mentoring Programme to identify a mentor</p> <p>To provide appropriate training and induction for mentor in order to assimilate with school expectations and most effective ways for children to make progress.</p> <p>Use Baseline data and ongoing academic assessments to identify children/year groups to work with the mentors.</p> <p>Mentor to provide high-level targeted academic support for children whose baseline data shows significant gaps in learning – early indications suggest input needed: - Years 3/4/6 maths (Spring term) - Years 3/6 maths/English (Autumn term)</p>	<p>Outstanding relationships established between the mentors and the whole school community to enable the best possible progress for the children.</p> <p>Gaps in identified areas closed.</p> <p>Year 6 children reach aspirational targets</p> <p>Higher amount of children will be working at ARE by the end of Autumn term</p> <p>Children will be in line with National in Year 1 Phonics screening.</p>	<p>£1500</p> <p>£11400</p>
Investment in Pathways to Write 'catch-up' programme	Targeted Academic Support.	<p>To use 'catch-up' writing to identify gaps in learning and close the gaps.</p> <p>To purchase materials and high quality texts.</p> <p>To offer training and support for staff in delivery of scheme. (CPD delivered)</p>	<p>Close the gaps created by lost learning due to COVID</p> <p>Use assessment and tracking tool to monitor effectiveness of programme – gaps closure evidenced in work/through assessments.</p>	£100
Investment in Maths No Problem including their 'catch-up' programme	Targeted Academic Support.	<p>To use the identified 'catch-up' lessons to fill the gaps due to lost learning during lockdown. (Based on KPI's)</p> <p>To use assessments from the year before to identify gaps in learning and teach to them to close</p>	<p>Close the gaps created by lost learning due to COVID</p> <p>Use assessment and tracking tool to monitor effectiveness of programme –</p>	£1200

		<p>the gaps</p> <p>To purchase materials, work books and text books.</p> <p>To offer training and support for staff in delivery of scheme.</p>	<p>gaps closure evidenced in work/through assessments.</p>	
<p>Additional SENCO time compared to last year has been put in place.</p>	<p>Targeted Academic Support.</p>	<p>Identify children, who due to Covid, may have an increased need for SEN support.</p> <p>Make referrals as appropriate for identified children.</p> <p>Communicate with parents of identified children to ensure positive home-school relationships.</p> <p>Identify and facilitate in-school academic and pastoral support where needed.</p>	<p>Children with increased need are identified and given appropriate support.</p> <p>Where appropriate, increased referrals ensure appropriate support for the children (SALT referrals).</p> <p>Any concerns raised by Class Teachers and parents are swiftly acted upon.</p> <p>Provision map regularly updated and evaluated.</p>	<p>Covered in budget</p>
<p>Extra phonics teaching and interventions</p>	<p>Targeted Academic Support.</p>	<p>To identify children from Years 1 and 2 who will require extra phonics teaching and interventions in order to pass the phonics screen this November/December and in 2021</p>	<p>Children make accelerated progress in phonics and pass their phonics screen</p>	<p>Covered in budget</p>

<p>To invest in Google classrooms and Seesaw to provide online learning in case of self-isolation/lockdown</p>	<p>Teaching</p>	<p>To offer support and training of EYFS/KS1/Y3 in the implementation of Seesaw</p> <p>To offer support and training of Y4/Y5/Y6 in the implementation of Google classrooms</p> <p>To use questionnaires to identify the types of software that children can access home learning on.</p> <p>To use the two online learning platforms to access weekly homework and to offer parents/children that have difficulty in accessing it support from the Family Support Officer.</p>	<p>The majority of children can access the online learning platforms and use them appropriately to continue with their learning during lockdown/self-isolation.</p> <p>Staff are confident in using the online learning platforms and plan quality learning.</p> <p>Staff are able to stay in contact with children and their families during lockdown/self-isolation.</p>	<p>Reimbursed by Dfe</p>
<p>Nuffield Early language intervention</p>	<p>Targeted Language Support.</p>	<p>Language screen assessment Enrol on, and undertake online training 20 week intervention programme July assessment of progress</p>	<p>Staff will be confident to deliver language intervention to close the gap for children working below ARE. Provide targeted support for oral language</p>	<p>Programme is free</p>
<p>Support from QA on foundation subjects</p>	<p>Teaching</p>	<p>To explain to the staff the links that can be made through cross curricular teaching</p> <p>To reiterate the importance of the wording of the National Curriculum e.g. The IMPACT... - does our curriculum map plan for the NC expectations?</p>	<p>To ensure that the children have access to high quality planning and teaching using NC expectations.</p> <p>To see this evidenced in teaching and during book scrutinies.</p>	<p>£300</p>

Total Covid Catch up Expenditure = £14500

Frequently Asked Questions

Why does COVID Catch-Up funding exist?

The COVID Catch Up fund is a one off funding programme which has been designed to mitigate the effects of the unique disruption caused by COVID-19.

Which children will benefit from the Catch-Up funding?

Schools have the flexibility to spend their funding in the best way for their cohorts and circumstances. The funding is not ring-fenced to individual pupils.

How much funding will each school actually receive?

This year, schools will receive £80 for every pupil registered in Reception to Year 6.

Where does the money come from?

The Catch Up funding is paid by the Government and is in addition to the school's budget.

Can schools spend the money on what they like?

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Who holds the school accountable for where they spend the funding?

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. The Local Academy Council should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. Ofsted plans to resume routine inspections in January 2021. Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

What is the EEF guidance?

The EEF guidance suggests a 3-tiered* approach to COVID catch-up:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents • Supporting parents with pupils of different ages
- Successful implementation in challenging times