

## Covid-19 Catch-Up Premium Action Plan 2020 -2021

### Rationale

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (Covid-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Alongside the universal catch-up premium, the government are also launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

### Funding allocation and use of funds

Schools' universal catch-up funding allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. 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 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. Schools should use this document to help them direct their additional funding in the most effective way.

Class	Pupil Numbers	Total
Reception	38	3040
Year 1	50	4000
Year 2	38	3040
Year 3	55	4400

<b>Year 4</b>	60	4800
<b>Year 5</b>	50	4000
<b>Year 6</b>	64	5120
<b>Total Funding</b>	£28,400	

## Analysis

PIRA/PUMA/writing/Year 2 phonics baseline analysis to follow.

Phonics scores have been declining over the last four years (82% 2016; 75% 2017; 72% 2018; 70% 2019) - against a national average of 91%. We have purchased a new scheme, RWI phonics, with a blended package of support for staff. KS1 children take part in two phonics sessions a day.

Learning walks show that whilst classes are now mixed ability in their grouping, the quality of teaching would improve with a focus on differentiation, modelling and assessment for learning.

## Teaching and whole school strategies [EEF Teaching and Learning Toolkit](#)

Strategy	Spend	Desired outcome - July 2021
Assessment has identified gaps in children's phonic knowledge. <b>To improve</b> the quality and consistency of teaching in phonics through enhanced RWI teaching and training.	£4,590	82% achieve a phonics pass in Year 1 50% achieve a phonics pass in Year 2 KS1 children have a reading age within 6 months of their chronological age
Monitoring has shown that strategies to close the gap are not always consistently applied. <b>To support improvement</b> in teacher quality with virtual coaching and virtual peer support through Swivl technology.	£852	All teachers take part in a process of self-reflection and bespoke support to improve their teaching Teaching is good or better Focus on feedback (+8) to children and mastery learning (+5), metacognition and self regulation (+7) and reading comprehension strategies (+6)

Given the identified gaps in learning, we are also reviewing and modifying the curriculum to create space for additional catch up.		Gaps closing and more children reach age related expectations.
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### Targeted support [EEF Promising Projects](#)

Strategy	Spend	Desired outcome
Assessment has identified that the largest gaps in children's learning are in the working towards ARE group. <b>To support</b> children identified as working towards ARE with one to three tuition and one to one tuition through a targeted, time specific Intervention programme Rising Stars on Track Maths and English and employing mentors through the NTP.	£2,500  £1,400	Gaps closing and more children reach age related expectations  NTP: 20 children across Years 5 and 6 £1000 15 children in Year 2 £750 15 children in Year 4 £750  Rising Stars resources
Behaviour monitoring and assessment has identified key learning gaps in children with very specific SEMH needs. <b>To support</b> children with focused teaching and nurture provision by employing a specialist TA.	£11,500	Learning behaviours have improved, gaps are closing and more children reach age related expectations
EYFS assessments have identified low speech and language baselines. <b>To fund</b> the release of staff for Nuffield early Language Intervention training to inform teaching to support early language acquisition.	£1,000	Gaps closing in early language acquisition

Monitoring shows that assessments of children working well below ARE are inconsistently applied. <b>To purchase</b> a SEND Toolkit to support staff to accurately assess children working well below ARE.	£1,370	Assessments are increasingly accurate and used to inform teaching so that gaps are closing and children are making progress.
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**Wider strategies** [EEF Communicating Effectively with Families](#)

Strategy	Spend	Desired outcome
To supplement phonics teaching in school and provide reading age appropriate books using RWI book bags for parents to read with their children	£210	Children reading for pleasure More children reach age related expectations
To supplement maths teaching in school with individual pupil subscriptions to Mathletics focusing on retrieval practice as well as learning at ARE.	£1,917	More children reach age related expectations
<b>TOTAL</b>	<b>£25,339</b>	