

Covid 19 Catch up funding plan: 2020/21

Guidance

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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' 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.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

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 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.

EEF recommendations

Teaching and whole school strategies

- ☐ Supporting great teaching
- ☐ Pupil assessment and feedback

Targeted approaches

- ☐ One to one and small group tuition
- ☐ Intervention programmes
- ☐ Extended school time

Wider strategies

- ☐ Supporting parent and carers
- ☐ Access to technology

Plan

<u>Concern</u>	<u>Actions</u>	<u>Cost</u>	<u>By Whom</u>	<u>Impact</u>	<u>Evaluation</u>
60% of Y2 children not secure in their phase 3 sounds on return to school in september.	<p>Phases 3/4 whole class teaching twice daily.</p> <p>Phase 3 intervention group three times per week.</p> <p>1:1 reading with our Reading Recovery teacher for children for whom phonics isn't an effective tool for reading.</p> <p>Phase 5/6 intervention for children currently on track with their phonics.</p> <p>Purchase of RWI</p>	<p>£2600 for RR teacher - ½ a day for 24 weeks</p> <p>£500 for TA to cover HJ in Robins class on a M,T and W. 4 ½ for 12 weeks.</p> <p>£5500 (topped up with £3750 from CPD fund for training)</p>	<p>KW, CC, HJ, KE, ED</p> <p>RM, HJ, DC and all staff.</p>	<p>Children will make rapid progress in their acquisition of phase 3.</p> <p>60% of children will pass their phonics screening check in Dec</p> <p>100% pass rate for those Y2 children who sit the Summer phonics check 2021.</p> <p>Children can access other areas of the curriculum due to improved decoding skills.</p> <p>A Systematic phonics programme ensures all children acquire the requisite phonics to be able to access the KS2 curriculum.</p> <p>Children in lower KS2 who did not</p>	<p>Y2 children made rapid progress in their acquisition of phase 3 phonics.</p> <p>On return in September, just 10/30 children (33.3%) were on track to pass the phonics screening test. By December following additional teaching, targeted interventions and catch up groups, this doubled to 20/30 children (66.6%) passing the check. Target achieved.</p> <p>Currently on track for 25 out of 30 children to achieve the check in Summer 2021 (83.3.%). All children with the exception of 2 made progress from their baseline score (both of these two children SEN</p>

				<p>meet the recheck catch up to their peers.</p>	<p>and have since been targeted for further additional intervention through our Reading Recovery teacher and are now making small steps of progress).</p> <p>Professional dialogue and coaching sessions with the Y2 teacher indicates an improvement in children's ability to access other areas of the curriculum due to improved decoding skills and confidence to read i..e most children can now read maths problems with growing independence. The introduction of the new RWI is strong. All staff are fully supportive and enthusiastic with their teaching. Regular assessments indicate that 70% of children in Y2 are now reading at a level that should</p>
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					<p>allow them to access the KS2 curriculum.</p> <p>Children in lower KS2 who did not pass the re-take are regularly reviewing their phonics through application for spelling interventions, as teachers identified this to be more of a concern in Y3 and Y4 than application to reading.</p>
Emotional well-being of children on return to school in February - barrier to learning specifically in KS2	Increase the school's capacity to deliver 1:1 and small group THRIVE provision by training two new lead ractioners for KS2.	£2500	Fronting the challenge - training for PO and IG.	<p>Children's emotional well being needs will be met, ensuring they can access the full curriculum and make good or better progress.</p> <p>Incidents of behaviour linked to emotional needs will reduce - lessening the impact on all learners.</p>	Summer term start - impact not able to be seen at present.
Year 3/4 Maths	Run 9 week counting to calculate intervention with	£900 supply for VM to run the ro		Children currently working below ARE, make accelerated in their	Summer term start - impact not able to be seen at present.

	the bottom 10% who are working just below ARE.			maths learning and are on track to be at ARE by the end of KS2.	
Supply - Lockdown Jan 2021	<p>Supply to release teachers to provide a comprehensive remote learning provision for those children not in school.</p> <p>Provide in school provision for our vulnerable and KW children</p>	£2500	SH, KE, RT	<p>Children will have access to high quality T&L delivered by their class teachers, to ensure that they do not fall behind in their learning - keeping up.</p>	<p>Monitoring showed that teachers were able to provide high quality home learning during the lockdown.</p> <p>Children's engagement was a significant improvement due to the teacher being a constant presence during live and recorded sessions.</p> <p>Teachers were able to prioritise the children at home ensuring that any dip in progress was minimal and significantly reduced from the previous lockdown.</p> <p>Teachers were able to invest time in using google classrooms to deliver a broad curriculum, that where possible, met the intended</p>

					<p>curriculum.</p> <p>Teachers reported that children came to school with fewer gaps from the lockdown in 2020.</p>
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