

Coronavirus (COVID-19): catch-up funding plan

How much Catch-up Premium do schools get?

In June 2020, a £1 billion fund for education was announced by the government to ensure schools have the support to help all pupils make up for lost teaching time. Further guidance on how the funding can be used was released in November 2020 and updated in April 2021. has now been released, <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

- The catch-up premium is funded on a per pupil basis at £80 per pupil.
- The figure is based on the previous year's census.
- This funding will be provided in 3 tranches with an initial part payment being made in autumn 2020, a second payment beginning 2021 and a final payment in the summer term of 2021.
- NCJPS will be in receipt of c. £18,160, based on 227 pupils albeit spent over £32000.

What will the premium be spent on?

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#). While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Who will monitor the spending of the Catch-up Premium?

As with all government funding, school leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, 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.

How often will schools receive this fund?

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 2020-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Catch-up plan

Top help schools make best use of the funding, the Education Endowment Foundation (EEF) has published a Covid-19 Support Guide for Schools <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/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.

The EEF advises the following approach:

Teaching and whole school strategies

- ☐ Supporting great teaching
- ☐ Pupil assessment and feedback
- ☐ Transition support

Targeted approaches

- ☐ One to one and small group tuition
- ☐ Intervention programmes

Wider strategies

- ☐ Supporting parents and carers
- ☐ Access to technology
- ☐ Summer support

Identified impact of lockdown	
Reading	<p>EYFS/KS1:</p> <p>Reading</p> <p>Limited vocabulary due to limited experiences. Some children are not as far up the reading scheme throughout the key stage, due to some children not engaging as much with reading at home.</p> <p>Engagement and Phonics</p> <p>Some children did not engage with Seesaw / Google classroom during school lockdown and therefore did not make expected progress in phonics. Some children in Reception still on Phase 2 phonics - not recognising single letter sounds. Year 1 - some children still not secure with Phase 3 sounds. Reception are hearing children read more for LA group.</p> <p>Some parents of EAL pupils have not been able to support them in 1:1 reading as they would have had at school. EAL children have had limited practice speaking English due to being at home with parents whose first language is not English. They have not developed their language skills by interacting and socialising with other children.</p>
	<p>KS2: Limited vocabulary - especially tier 2 multi-meaning words and technical vocabulary for less able readers have had a negative impact on their reading comprehension. Parents of EAL pupils have not been able to support them in the way 1:1 reading and Reading to English intervention supports them in school.</p>
Writing	<p>EYFS/KS1:</p> <p>Children behind with writing in Reception.</p> <p>Year 1 children would normally start to have weekly spelling tests in January and tricky word spellings. Due to COVID lockdown this was not possible, although some spelling was taught on Google classroom.</p> <p>Children have not the same amount of practice for spellings.</p> <p>There were some parents that avoided the writing tasks set on Seesaw and Google Classroom.</p> <p>A few children completed written work on the computer and will need some reinforcement to support development of handwriting and spelling. Some parents typed out the children's work for them.</p> <p>Extended writing opportunities reduced across the key stage. Some children still need help in reception on pencil grip and letter formation - so now doing weekly letter formation lessons.</p>

	<p>KS2: Fewer opportunities to tailor speech to a more formal audience, causing problems in writing - poor sentence construction, spelling and grammar.</p> <p>Many children have completed written work on the computer and will need some reinforcement to support development of handwriting and spelling.</p> <p>Children who did not have support at home found extended writing particularly challenging and avoided completing this.</p> <p>Y5 - Will need more revision and teaching of expanded noun phrases, relative clauses, adverbials, etc</p> <p>Y6 - Poor spelling from Y5/6 list</p>
Maths	<p>EYFS/KS1:</p> <p>Some shape, space and measure issues due to lack of time in school during first lockdown (March 2020 onwards). Time spent prioritising number rather than shape, space and measure. Resources not always available at home to complete shape, space and measure activities.</p> <p>KS2:</p> <p>Y5 - Revision of Year 5 concepts via regular 'Arithmetic' and 'Mental maths' tests in class.</p> <p>Multiplication, Division and fractions focus in spring term 2 and summer 1.</p> <p>Y6 - Fractions - subtraction, addition, multiplication and division</p>
SEMH	<p>Whole school:</p> <p>The children have come back to school, motivated and enthusiastic. Their physical fitness has decreased, as has their stamina to sit and work in a classroom all day. We have seen an increase in the number of pupils reporting anxiety related issues requiring support from BSS</p> <p>We are lucky not to have any pupils dealing with bereavement of close relatives.</p> <p>KS1 - Some younger children have become less resilient - some find it hard to share resources.</p> <p>Some children find it harder to listen and follow teacher's instructions. Listening skills are not always at age expected levels.</p>

Teaching and whole-school strategies

Desired outcome	Action / approach	Impact (when reviewed)	Cost	Staff lead	Review date
To provide staff CPD on how to help children to improve recall of key fact (sticky bits) and for them to be able to articulate /demonstrate what they have learnt	Retrieval Practices staff CPD by, author Kate Jones. Staff to implement Retrieval Practice in their daily classroom practice		£250	MW	June 2021
To promote staff wellbeing and ensure they are resilient and happy in their work, well as reducing staff absence.	Provide all staff the opportunity to enrol in the 'Wellness Unwrapped 6-Week Programme' https://courses.peppermintwellness.co.uk/courses/the-wellness-unwrapped-6-week-programme See below – Brilliant Schools subscription for staff, parents and pupils		Free, usually £175 pp	MW	June 2021
Provide CPD opportunities for staff on the effective use of technology	Hi-Impact staff CPD on Google Classroom Audit staff skills and implement 1:1 and group and class CPD to improve staff confidence and skills with remote learning and using technology effectively.		£2,575	AL	June 2021
Teachers have a clear understanding of gaps in learning and are confident in their accuracy of assessment	To purchase Rising Stars standardised assessment for R/W/M for assessment week during the week commencing 3 rd May 2021 Teachers to analyse data and using test results and teacher assessments and plan accordingly to teach areas identified (gaps), especially in English and Maths		£1,404.00	AL	June 2021

To increase physical activity during lockdown and after the return to school. Five-week tennis coaching to support wellbeing	Five-week tennis coaching to support wellbeing and develop skills -Y1 and Y2		Free	AB	June 2021
To develop a whole school approach to vocabulary:	Vocabulary CPD for HLTS/TA to be delivered by English Lead Purchase of Word Aware for EYFS Purchase of My Storyteller's Word a Day Resource for Year 3		£52.99 £17	CH	June 2021
Support staff with curriculum planning	Purchase of Planbee to support staff with curriculum planning as well as a day with curriculum consultant, Dr Debra Kidd Subscriptions to multiple online platforms to support remote learning		£1000	AL CH	June 2021
Support children who have joined our school from different settings (9 EAL this academic year)	EAL support via Ethnic Diversity Team Training a TA to become bilingual teacher Purchase of Racing to English		N/A £50	KS	June 2021
Support the wellbeing of our pupils	Purchase Brilliant Schools Wellbeing Subscription package (https://www.brilliant.school/) To employ a SEMH and Wellbeing teacher to carry out art therapy with small groups (Vision Art) SUMO4Kids bespoke videos for all year groups on coping during lockdown and resilience		£500 £405	MW KS	June 2021

	Provide opportunities for staff to attend Place2Be, children's online 5-week training course https://www.place2be.org.uk/ Jill Henderson-Wild - weekly music lessons for Rec/Y1, Y2/Y3 and Y4-Y6					Free		
Total spend:						£ 6,253.99		

Targeted support

Desired outcome	Action / approach	Impact	Cost	Staff lead	Review date
One to one /small group support for children who have fallen behind furthest in English and Mathematics	One to one catch up (SLpD) teacher		Grant	KS	
	Providing one to one tutoring (twice a week) for a child who has not returned to school		£5300	VK	
	Appointment of TA to work in Year 1 to free the class teacher to focus on phonics			MW	
	From the start of summer 2, a non-classroom-based teacher to work with small groups as well as 1:1 with a focus on English (including phonics) and Maths catch-up			CH	

	<p>Employ an additional HLTA to work with our most vulnerable children during lockdown as well as covering lessons to allow the class to run targeted catch up interventions, with the focus on accelerating the progress of these children in order to mitigate against the impact of Covid-19</p> <p>Purchased Phonics play to support phonics.</p>		<p>£11900</p> <p>£60</p>		
<p>Support children who have joined our school from different settings (9 EAL this academic year)</p>	<p>EAL support via Ethnic Diversity Team</p> <p>Training a TA to become bilingual teacher via the LA Ethnic Diversity Team</p> <p>Purchase of Racing to English</p>		<p>Free</p> <p>£50</p>	KS	
<p>Intervention programmes</p>	<p>6 weeks Targeted 'Friendship groups' to help children develop their social skills - age appropriate levels</p>	<p>Social skills developed through social stories over a 6-week programme.</p>	<p>Free</p>	KS	

Small group tuition / teaching	PE coach (videos) etc. to encourage physical activity during lockdown.					
Total spend:				£ 17,3,10		

Wider strategies

Desired outcome	Action / approach	Impact			Cost	Staff lead	Review date
Ensure all families can access our remote learning offer and have access to a suitable device as well as internet/ data	Purchase of additional Chromebooks and iPads to aid online delivery in school and devices to work at home.				£8305.00	AL	
Children will have greater opportunities to access a wider range of reading books at home	Use of MyOn and Epic during lockdown.				Free	AL	
Provide pastoral care support to pupils and parents through the pandemic	Behaviour Support Services liaising with families during lockdown and on return to school				N/A	KS	
To increase physical activity during lockdown and after the return to school.	<p>To provide a sports coach at lunchtime for KS2 children – to increase physical activity.</p> <p>During lockdown, sports coaches provided fitness videos for each year group. A sports coach also came into school each week to provide a PE lesson for each bubble.</p>				<p>£30 per video</p> <p>£120/day</p>	AB	
Total spend:			£ 8,305 (not including sports coach)				