

St Mary's CE Primary School Catch-up Funding Plan 2020/21

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's '[School Planning Guide 2020-21](#)', may help schools to develop their plans for the premium.

The document suggests schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.)

This tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)

Tier 1 – *Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

Tier 2 – *Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)*

Tier 3 – *Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)*

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



Amount available £19,000

| Action | Timescale | Finance/Resources | Lead | Success Criteria |
|--|--|---------------------------------|----------|--|
| Teaching and whole school strategies | | | | |
| National College membership to provide high quality virtual professional development programme for all staff. Allow school to continue to develop a shared practice programme. | November 2020 | £800 annual subscription | GT/LRH | High quality virtual CPD is in place when required. Staff accessing evidence informed CPD which can have long term impact on practice. |
| PiXL diagnostic assessments and resources in place – high quality autumn transition package to identify and reduce gaps in priority areas in maths and English. Termly assessments and analysis programme thereafter. | September 2020 introduction then termly | £1000 – partial funding | GT/RH | Gaps in learning effectively identified and appropriate catch up provision in place in a timely manner. All children to make at least expected progress with significant reduction in gaps due to partial closure. |
| Purchase individual devices for year 5 & 6 to allow them to access the full range of online learning programmes both at home and at school. | January 2021 | £12,000 | GT/BF | Children have access to an individual device to allow high quality provision for all. Significant reduction in loss of learning due to lockdown or isolation time. |
| Targeted support | | | | |
| Century Tech subscription to support reduction in gaps in maths knowledge in years 5&6. | January 2021 | £2000 | LM/BF | Maths standards at least in line with national average. All children to make at least expected progress from year 2 starting point. |
| 1:1 and small group intervention – maths and English Y6. Use PiXL diagnostic assessments to identify children who require additional support over and above what can be provided by the class teacher and TA. Provide personalised sessions. | January 2021 | £3000 | GT/RH | All children to make at least expected progress and to catch up lost learning. |
| 1:1 and small group intervention – maths and English Y2-5. Use PiXL diagnostic assessments to identify children who require additional therapies to close gap and reduce loss of learning due to non-engagement with home learning. | January 2021 – following on from autumn transition package | Main budget | GT/RH | All children to make at least expected progress and to catch up lost learning. |
| Reception – Nuffield Early Language Programme. (NELI). Implement programme following staff training. 1:1 assessment and intervention. | January 2021 – DfE timetable | Staffing cover | KH/DH/RH | Assessments show a significant narrowing of the language gap from start to end of programme |
| Wider strategies | | | | |

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| <p>1:1 support for children with identified SEMH issues linked to partial closure of Covid concerns. To include Talking and Drawing, therapeutic sessions or similar</p> | <p>September 2020</p> | <p>Pastoral team costs</p> | <p>CS</p> | <p>Issues identified quickly via class teacher or parent concerns. Use of Boxall profile where required. Children have increased confidence in coming to school and reduction in anxieties linked to Covid pandemic.</p> |
| <p>Increased engagement with home learning packages both online and paper packs. Home visits, video tutorials, phone calls for support. All children to be taught how to use home learning packages effectively whilst in school. Clear expectations for all and followed up appropriately. Effective communication systems in place. Constant review of strategy.</p> | <p>September 2020</p> | <p>Cost of staff time and devices. DfE devices to be used where appropriate.</p> | <p>GT/RH</p> | <p>Almost all families engaging with home learning when needed. Clear communication with home and daily follow up when children are isolating.</p> |