

# Catch Up Funding 2020/2021



## **Expectations**

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. As a result 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. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#).

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year based on quality first teaching, additional academic support and wider strategies (including social and emotional support).

## **Priorities for Catch Up funding at October 2020:**

1. Evidence from initial assessments in September show that fluency in reading and reading comprehension skills have been significantly affected during the period of school closure. Pupils who were on the cusp of becoming fluent readers in Year 3 and 4 have fallen back and require specific action as part of this plan, alongside embedding the improvements made in the teaching of reading started in 19/20 but not completed because of school closure.
2. As expected, the quality of writing of pupils' writing was significantly affected by school closure. We intend to address this through quality teaching of writing in lessons and ensuring the expectations of writing remain the same across the curriculum. Standards of spelling, both for the spelling lessons not taught during closure but also ability to spell key vocabulary, will be addressed as part of the school's English action plan.
3. Some pupils in EYFS require additional speech and language development as a result of access to nursery provision during closure.
4. The overall attainment of High Prior Attaining (HPA) pupils in maths has dropped further than predicted. Specific actions included in the Maths actions plan to ensure these pupils have sufficient challenge in lessons to make accelerated progress. In addition teachers have noted that pupils are not as fluent as they were in their ability to rapidly recall and apply maths facts which will also be addressed in the maths action plan.

## School overview

School name	Sandhills Community Primary School
Pupils in school	276
Proportion of disadvantaged pupils	46
Catch up funding allocation this academic year	£22,380
Date agreed with governors	January 2021
Review date	July 2021
Statement authorised by	Emma Coleman (Headteacher)

Pupil Progress meetings have been used to identify pupils who would benefit from the Catch Up funding. Using a 'Catch Up data set' on Target Tracker will enable us to closely monitor the progress of this group.								
	July 2020(Sept assessments)		December 2020		April 2021		July 2021	
	Below ARE	At or Above ARE	Below ARE	At or Above ARE	Below ARE	At or Above ARE	Below ARE	At or Above ARE
<b>Reading</b>	97.7%	2.3%	61.2%	38.8%				
<b>Writing</b>	79.5%	20.5%	63.3%	36.7%				
<b>Maths</b>	77.3%	22.7%	59.2%	40.8%				

## Teaching

Intent/Action	When	By whom	Intended impact	Cost
<p>High quality teaching for all focusing on The Great Teaching Toolkit. Quality first teaching remains the single most effective strategy for closing learning gaps.</p> <p>Ensuring core skills in reading, writing and maths are prioritised both in each lesson but as part of the weekly timetable.</p>	<p>See School Improvement Plan</p> <p>Pupil Progress meetings</p> <p>Teacher and support staff development schedule</p>	SLT	<p>Teachers have a thorough understanding of which children need targeted support and address their needs in their every day lessons.</p> <p>Monitoring of lessons/books show that teachers are meeting their needs and the gaps in their learning and rapidly closing.</p> <p>Targets to be identified from December assessments.</p>	0

## Targeted academic support

Intent/Action	When	By whom	Intended impact	Cost
<p>Nuffield Early Language Intervention (<a href="#">NELI</a>) introduced for specific pupils in EYFS. SENCo to complete assessments, undergo training and deliver intervention.</p>	<p>Program starts January 2021</p>	SENCo	<p>Baseline assessments completed December 2020</p> <p>Following training and baseline assessments, teachers will be delivering targeted interventions which positively impact on pupil outcomes</p>	£2,500

Additional TA to run RWI support programs for identified pupils in Year 3 and 4 in order to become fluent readers.	Program to start daily from January 2021.	Initially led by EYFS leader	Pupils identified through RWI assessments Sept 2020.  Pupils identified through RWI assessments (Sept 2020) will be closely tracked for progress. RWI and AP? data will show accelerated progress for these pupils.	£13,400
After school tutoring for Y6 pupils to support readiness for secondary school, ensuring they reach ARE by July 2021 in R, W & M.	x3 hour/week	DHT and Year 6 team	AP2 and AP3 data will show pupils accelerated progress in R, W, M.	£1,800
Tutoring program delivered for identified pupils during the summer term. Provided by a parttime teacher returning from maternity leave.	3 days a week	SENCo and T	Closing of remaining gaps for specific pupils identified in the march assessments.  End of year data will show accelerated progress for these pupils.	£9,200

## Wider strategies

Intent/Action	When	By whom	Intended impact	Cost
Closely monitor attendance data (particularly those whose academic progress has been impacted by lockdown)so that 'every school day counts'. Non attendance will be addressed through family support, EHAs and parenting contracts where appropriate	Daily with termly reports for groups of pupils.	HSLW SBM	Overall attendance will match previous years. Intervention will ensure that attendance for identified pupils improves over time.	0

Additional HSLW hours to allow parents access to support around post lockdown anxieties.	On-going	HSLW	Improved links with parents who are anxious about their children attending school post lockdown.	£1500
Staff training in providing blended and remote learning completed. Review blended and remote learning policies to ensure that they are working effectively to support pupils not in school.	Training completed October 2020. Review of blended learning Dec 2020. Review of remote learning following bubble closure.	DHT	Pupils' attainment and progress are not significantly affected by remote learning..	0
Provide staff, parents and pupils with access to information regarding looking after their own well-being.	On-going	Well Being Champion	Website and/or newsletters will signpost support parents can access with their own/their child's well-being.  Staff newsletter include an item on well-being.  Drop in meetings for staff with well Being Champion	0
<b>TOTAL</b>				<b><u>£28,400</u></b>

Monitoring of the impact of this plan will be from teacher assessments and standardised tests in Spring and Summer Term.  
The link Governor for Catch Up funding will review the impact of this action plan with the HT, feeding back to the FBG once a term.

This document was written following review of research to support best practice in closing the gap:

DfE: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

EEF (NELI)

<https://educationendowmentfoundation.org.uk/covid-19-resources/neli/#nav-opportunity-for-schools-receive-nuffield-early-language-intervention-training-and-materials-for-free>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>