

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

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

The EEF advises the following:

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
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

| Identified impact of lockdown | |
|--------------------------------------|--|
| Maths | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are identified gaps which need to be filled prior to teaching the current year's age expectations.</p> <p>For some children, recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Reduced fluency is reflected in arithmetic assessments.</p> |
| Writing | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> |
| Reading | <p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p> |
| Phonics | <p>Children are less fluent with their recall of sounds and we have had to revisit previously taught sounds to ensure secure application. Children have not had the same opportunity to apply their phonics in the context of reading and writing.</p> |
| Non-core | <p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> |

Catch-up plan

| | | | | | | | |
|--|--|---------------------------|---------------|----------------------------|--|---------------------------|--|
| School name: | Tattenhall Park Primary School | | | | | | |
| Academic year: | 2020-2021 | | | | | | |
| Total number of pupils on roll: | 215 (based on census reporting 211) | | | | | | |
| Total catch-up budget: | £16,880 | First installment: | £4,220 | Second installment: | | Third installment: | |
| Review date: | | | | | | | |

Teaching and whole-school strategies

| Desired Outcome | Intended Impact | Chosen approach | Cost | Staff lead | Review |
|--------------------------------|--|--|--|--------------|---|
| Smooth transition to new class | <p>Children have met their new teacher and have spent time with their teacher from 2019-20.</p> <p>Children are familiar with the system of controls in place and how school has changed.</p> <p>Children have reestablished friendships they have missed since March</p> <p>Children arrive at school with a positive frame of mind</p> <p>Children feel prepared with what to expect</p> <p>Children feel ready to learn</p> | <p>Welcome back transition sessions held in the summer term after school which were hosted by current teacher and their next class teacher.</p> <p>2x sessions in the classroom (bubbles of 15) plus one picnic session outside (socially distanced).</p> <p>Opportunity to walk around school and observe the set up and measures to keep everyone safe first hand.</p> | <p>£700</p> <p>Equivalent cost staff time.</p> <p>52 hours</p> | Head Teacher | Transition sessions for non-returning year groups were very successful. We received positive feedback from parents and pupils. The start to the new school year was very smooth with little incidence |

| Desired Outcome | Intended Impact | Chosen approach | Cost | Staff lead | Review |
|--|--|--|--------------------------------------|---------------------|---|
| Adapt the curriculum to provide a blended curriculum for those who are self-isolating | <ul style="list-style-type: none"> • Children’s learning is continued. • Staff support remotely to ensure as much of the content is accessed. • Parents/ pupils upload work for teacher to respond to. This will enable the work set to meet the learning needs of the pupils. | <ul style="list-style-type: none"> • Staff link virtual resources to taught medium term plan for the term. (Directed time given) • Staff to share plans for remote learning weekly via School Spider. • Parents to upload or email work back to enable staff to provide feedback. | £ 200 Equivalent cost of CPD | SLT | Money spent on: <ul style="list-style-type: none"> • Training • Online resources for pupils to download and subscriptions to e-resources: Edshed, MyMaths, Purple Mash, Espresso etc. |
| Quality first teaching- employ strategies of metacognition to support children to learn more and remember more | <ul style="list-style-type: none"> • Children are reflective learners, who can plan how to solve problems. • Children are self-regulated and resilient. • Children are engaged with their learning | <ul style="list-style-type: none"> • CPD for staff on Metacognition • Staff to deploy techniques and report back at staff meetings on impact. • Evidence seen in monitoring. | £ 200 Equivalent cost of CPD | Head Teacher | Money spent on: <ul style="list-style-type: none"> • Training • Resources (books to inform practice) |
| Quality First Teaching- Adopting Kagan cooperative learning to rebuild class identity, articulate thinking and recap on learning, maximizing on active engagement. | Children will have a positive attitude towards tasks set and will be able to work independently and with others to achieve success. <ul style="list-style-type: none"> • Positive Interdependence • Individual accountability (for pupils) • Equal Participations • Simultaneous Interaction | <ul style="list-style-type: none"> • CPD for staff on Metacognition • Staff to deploy techniques and report back at staff meetings on impact. • Evidence seen in monitoring. | £ 200 Equivalent cost of CPD | Deputy Head Teacher | Money spent on: <ul style="list-style-type: none"> • Training • Resources (books to inform practice) • posters |
| Baseline assessments as the children return to | <ul style="list-style-type: none"> • Staff have an accurate starting points from which to plan. | <ul style="list-style-type: none"> • Staff undertake teacher assessments utilizing a range of approaches: observation, assessment of | £ 2500 (projected cost of supply) | SLT | Costs: cover to release teaching staff to undertake necessary meetings. |

| Desired Outcome | Intended Impact | Chosen approach | Cost | Staff lead | Review |
|---|--|--|---------------|---------------|--------------------------|
| school to identify clear starting points and gaps. Use of pre and post assessments to monitor the impact of teaching. | <ul style="list-style-type: none"> • They are aware of both cohort, group and individual gaps and work systematically to support pupils with their rapid learning. • Accurate measure of impact • Accurate basis for planning and teaching to meet the needs of the pupils. • Identify children who would benefit from intervention. | <ul style="list-style-type: none"> • work undertaken in lessons, formal tests, pre and post assessment tasks • Analysis of above teacher assessment to identify starting points and gaps • Updating target tracker to reflect assessment • Communicating this to parents via Parent Consultation calls • Pupil Progress meetings to identify pupils who need to be a focus for intervention | | | |
| Continue to use Rest Easy to support pupils' wellbeing and enable smooth transition into learning. | <ul style="list-style-type: none"> • Pupils able to identify their feelings and articulate their concerns. • Pupils understand techniques to calm themselves if they feel anxious and are better able to self-regulate. | <ul style="list-style-type: none"> • Rest Easy support/ sessions during and after lunch each day to support self-regulation and preparation for learning. • 1-1 ELSA style support for individual pupils who are identified as concern • Teachers to screen pupils on return to school to identify concerns. | £200 | Pastoral Lead | CPD costs plus materials |
| Total spend Teaching and whole school strategies: | | | £ 4000 | | |

Targeted support

| Desired Outcome | Intended Impact | Chosen approach | Cost | Staff lead | Review |
|--|--|--|--------|----------------------------------|--|
| Screening of pupils | <ul style="list-style-type: none"> • Accurate measure of starting point and impact. Results can also be used with outside agencies when engaging additional support. | <p>SENCO to undertake screening and also to train key staff members to undertake screening. Screening to be used to measure impact of interventions and gap teaching.</p> <p>e.g. BPVS, Boxall Profile, WELLCOMM, Benchmarking, YARC, Read Write Inc., Strengths and difficulty questionnaire, CWAC 5-15 SEN Continuum of Need</p> | £ 2000 | Deputy head/ SENCO | Additional cost for cover for SENCO/ Staff to undertake assessments (10 additional days of cover for SENCO) |
| 1 to 1 and target group intervention to ensure secure understanding of taught curriculum (pre-teaching and gap teaching) | <ul style="list-style-type: none"> • Pupils feel secure with the learning that is occurring. • They are supported to rapidly address gaps in prior learning. | <ul style="list-style-type: none"> • Teachers to identify pupils who would benefit for targeted intervention including pre – teaching and gap teaching. • Teaching assistants to undertake interventions • Impact assessed through Pupil Progress meetings. | £9480 | SLT via Pupil Progress meetings. | <p>Cost of TA interventions across Y5 & 6</p> <p>Cost of cover for Pupil Progress</p> <p>Other TAs deployed to provide support for individuals and small groups (cost covered by small groups)</p> |
| IDL | <ul style="list-style-type: none"> • Improvement in reading and spelling skills and fluency. • Improving maths skills through over learning. | <ul style="list-style-type: none"> • Targeted pupils identified. • Pupils complete the program online daily in school and at home if possible. • Monitored by trained TA | £600 | GL and SENCO | Cost of IDL |

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|---|--|--|-------|--|--|
| Precision teaching (Probes) | <ul style="list-style-type: none"> Improvement in fluency of key skill by regular overlearning | Daily repetition of precision teaching, gradually increasing difficulty to master key skill. | £4800 | Class teacher/SLT/ SENCO through Pupil Progress meetings | Cost covered through Element 2 SEN funding. |
| Phonics interventions | <ul style="list-style-type: none"> Pupils fluent in phases 1-5 Phonics screening shows impact of gap teaching | Daily interventions in addition to phonics lessons to support mastery of phonics phases 1-5 for Y1 and 2 pupils. Support for Y3 pupils who did not achieve in Y1. | £4500 | KR (Phonics lead) | Cost of additional TA time for intervention |
| WELLCOMM/ ELKLAN language intervention | <ul style="list-style-type: none"> Pupils early language acquisition is secured. Pupils narrow the gap with their age expectations. | Weekly/ daily language interventions with ELKLAN TA. Intervention linked to tasks identified through WELLCOMM or from S< | £530 | Early Years Lead ELKLAN TA | Cost of ELKLAN trained TA time/ cover to enable intervention to occur. (1 hour per week minimum) |
| Third Space Learning (1-1 online maths tuition) | <ul style="list-style-type: none"> Pupils' misconceptions are addressed at an individual level. Pupils feel confident with their learning and enjoy the sessions. The gap is reduced and pupils are working in line with ARE. | Weekly 1-1 sessions on line delivered by trained tutors. (National Tutoring Programme Provider) | £1760 | Y6 class teacher Head teacher | Cost of Programme to school (after NTP 75% discount), based on 30 weeks of tuition. |

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|--|---|---|----------------|----------------------------|---|
| Wellbeing intervention- ELSA style support and | <ul style="list-style-type: none"> • Pupils feel more confident and identified concerns are reduced or resolved. | Weekly pastoral support for identified individuals. | £2560 | Pastoral lead/ Trained TAs | Cost of two afternoons per week TA time/cover for year. |
| Total spend targeted support: | | | £26,230 | | |

Wider strategies

| Desired Outcome | Intended Impact | Chosen approach | Cost | Staff lead | Review |
|---|---|--|---|---------------|--|
| Providing physical packs of work for families when accessing technology is difficult. | All pupils have access to work linked to the taught curriculum in school. | For families who cannot access online resources, the class teacher will compile a physical pack which will be copied and distributed by the school office. | £500 | Yvonne Morgan | |
| Safeguarding and nurturing support for families- TAF, CIN. | All pupils have their needs met appropriately through school and external agency support. | For families who have two or more complex needs and require multiagency support, a TAF will be offered by school. Social service involvement would also be offered if the need met thresholds. | £ 6000 | SLT | Equivalent cost of leadership time (conservative estimate) |
| Total spend wider strategies: | | | £6500 | | |
| Total Spend of Catch Up Plan: | | | £36,730 | | |
| Catch Up Premium Grant: | | | £16,880 | | |
| School Budget Contribution: | | | £19,850 (reallocation of staffing duties, SEN support etc) | | |
| Provisional Income to support this: | | | £8400 | | |

Summary report

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £