

## Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 - 2021

This funding is for schools to use on 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.

### Suggestions...

- Possible Teaching and TA additional hours above those already budgeted for 2020 2021.
- Staff Training for Personal Development to support curriculum planning.
- Focused training on effective use of technology.
- Training and Support to organisational and logistical aspects of school life.
- Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs.
- Curriculum Resources and Subscriptions.
- Transition Support to support pupils re to school – dedicated transition events either remote or face to face.
- Targeted one to one support or small group tuition.
- Intervention programmes – one to one or small groups
- Investment in technology, either providing pupils with devices or improving facilities available in school.

### Useful links

[Gov guidance Catch up premium](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

### Section 1: Contextual information

School	Blackwater Community Primary School	Total pupil number	104	Total catch up funding	£8320
Identified priorities for catch up (summarised from SDP)		Reason for selection of priority (summarised from SDP)			
A	To raise standards in <b>reading, writing and mathematics</b> in Year 6.	<ul style="list-style-type: none"> <li>➤ Cohort already a concern pre COVID – strategies were in place, unable to continue due to COVID.</li> <li>➤ 2 chn on the RoN and 4 chn on the On Alert = 6/16 = 37.5% with SEN provision needed. Combined with mixed engagement over lockdown mean 44% of children only are on track for reading, 38% on track for writing and 44% on track for Mathematics.</li> </ul>			
B	To ensure that pupils in <b>Year 2</b> catch up in <b>phonics</b> to support them in reading and writing .	<ul style="list-style-type: none"> <li>➤ 40% of pupils are on track for phonics following lockdown.</li> <li>➤ Plan needs to be put in place to support pupils to catch up to help with their reading and writing and ensure that end of KS 1 reaches national expectations.</li> </ul>			
C	To support key children with their <b>social, emotional and mental wellbeing</b> post lockdown.	<ul style="list-style-type: none"> <li>➤ Eight children with concerns pre-COVID needed intense support with SEMH.</li> <li>➤ These behaviours and needs have increased during lockdown.</li> <li>➤ Through analysis from the Boxall profiles, we have targeted provision to support the children.</li> </ul>			
D	To ensure that the <b>SEN</b> children have the right provision for Mathematics in school and at home.	<ul style="list-style-type: none"> <li>➤ We were aware that it was challenging for the SEN children to access the home learning set during lockdown. We were using the White Rose but felt we needed more of a SEN recognised scheme.</li> </ul>			

➤ Through lockdown, a large proportion of SEN children have found the fluency more challenging. We needed a different scheme to support these children in class.

## Section 2: Detailed planning, review and evaluation

Priority A	To raise standards in reading and writing and maths in Year 6					TOTAL COST	£2810
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 7 <sup>th</sup> November 2020	Progress Review 2 Date: 20 <sup>th</sup> November 2020	Final evaluation (against success criteria) Date: 18 <sup>th</sup> December 2020
% of pupils on track for reading and writing will have improved	Employ a TA as additional support to class until February for the mornings.	EEF Targeted support	Monitoring and review from SLT Monthly pupil progress meetings	16.25 hrs pw £2400	Weekly -feedback from EW	Monitoring from Subject lead for English and Mathematics	
% of pupils on track for writing will have improved	Additional 1 hour for HLTA time a week to facilitate pupil conferencing with the teacher	EE Supporting Great Teaching	Monitoring and review from SLT	1 hr pw for 36 wks £450	Weekly feedback from EW	Assessment, monitoring for English	

<b>Priority B</b>		To ensure that pupils in Year 2 catch up in phonics to support them in reading and writing					<b>TOTAL COST</b>	<b>£1250</b>
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>			
Desired outcomes ( <i>success criteria</i> )	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 7 <sup>th</sup> November 2020	Progress Review 2 Date: 20 <sup>th</sup> November 2020	Final evaluation ( <i>against success criteria</i> ) Date: 18 <sup>th</sup> December 2020	
To support 80% of pupils gaining the expected standard in writing	Additional 1 hour for HLTA time a week to facilitate pupil conferencing with the teacher	EEF Supporting great teaching	Monitoring and review from SLT. Monthly pupil progress meetings.	1 hr pw for 36 wks  £450	Weekly feedback from FS	Assessment, monitoring for English.		
To ensure that 80% of pupils pass then phonics test before Christmas 2020	Intervention to support Year 2 children with phonics – additional TA two afternoons a week until February	EEF Targeted support	Monitoring and review from SLT. Monthly pupil progress meetings.	4hrs pw 20 wks  £800	Weekly Feedback from FS	Phonics scores		

<b>Priority C</b>		To support key children with their <b>social, emotional and mental wellbeing</b> post lockdown.					<b>TOTAL COST</b>	<b>£3565</b>
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>			
Desired outcomes ( <i>success criteria</i> )	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 6 <sup>th</sup> November 2020	Progress Review 2 Date: 20 <sup>th</sup> November 2020	Final evaluation ( <i>against success criteria</i> ) Date: 18 <sup>th</sup> December 2020	
Our eight key children to have an effective transition to support their SEN needs.	Create a nurture group in the mornings. For a TA to be employed as a HLTA for 2 hours a day until Easter.	EEF Targeted support	Monitoring of nurture group – flash visits, review with SLT.	15hr pw 23 wks  £3565	Weekly feedback from HJ	Boxall assessment		

Priority D	To ensure that the SEN children have the right provision for Mathematics in school and at home.				TOTAL COST	£695	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 6 <sup>th</sup> November 2020	Progress Review 2 Date: 20 <sup>th</sup> November 2020	Final evaluation (against success criteria) Date: 18 <sup>th</sup> December 2020
% of SEN children progressing in maths improves.	The training and delivery of Numicon Breaking Barriers (recommended by Maths Hub) as a maths intervention to go alongside the maths lesson.	EEF Supporting great teaching / EEF Targeted support.	Monitoring of maths and SEN support	£345	Weekly feedback by FS	Maths assessment -	
% of SEN children progressing in maths improves.	The provision for SEN children at home for remote learning, which is linked weekly homework. The scheme: The Maths Factor	EEF Wider strategies	Monitoring of maths and SEN support	£350	Weekly feedback by FS	Maths assessment Usage analysis	