

What catch-up funding is for

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding 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 missed learning
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
 - a [16 to 19 tuition fund](#)
 - an oral language intervention programme for [reception-aged children](#)

This guidance applies to the catch-up premium only.

Eligibility

The following settings are eligible:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

We will provide funding to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area.

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get £80 for each pupil from reception to year 11 inclusive.

The following settings will get £240 for each place for the 2020 to 2021 academic year:

- special schools, including special units within mainstream schools
- AP schools
- hospital schools

We have applied additional weighting to specialist settings, recognising the significantly higher per pupil costs they face. A typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000.

| Total funding allocated £30,960 (387 x£80) | | | Total number of children on roll: 410 |
|---|---|---|---|
| Aim | Action | Cost | Impact |
| 1. Accurate baseline assessments for all children in Maths, Reading and Writing | <ul style="list-style-type: none"> • Purchase NFER tests for Maths • All children years 2-6 to do NFER tests in Maths • Staff to mark the tests using NFER marking scheme and use the analysis tool to assess areas for development. • Years 2-6 to do assessment tests in Reading and Writing. | <ul style="list-style-type: none"> • £3459 | <ul style="list-style-type: none"> • Accurate assessments in place to allow staff to plan and deliver focused learning activities to close the gaps identified from the NFER analysis. |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> • Teachers to mark tests and load data onto school tracking systems. • NFER tests purchased for Reading to be used during this academic year | | |
| <p>2. Summer term 2020 Identified children to receive focused support in writing and reading comprehension</p> | <ul style="list-style-type: none"> • Tracking data to identify children in year 5 and 3 who are at risk of under achieving in class. • 12 children in year 5 to receive small group and 1:1 support during the course of the day to support writing and reading for 6 weeks. • 21 children in year 3 to receive small group support during the course of the day to support writing and reading for 6 weeks. • Sessions delivered by a supply teacher who has been working in school previously | <ul style="list-style-type: none"> • £14,276 <p>12 weeks of support</p> | <ul style="list-style-type: none"> • Year 5 • 12 children in writing made between 2 -8 points progress over the course of the 6 weeks of support. • In reading they made between 1-7 points progress • Year 3 • The 21 children in year 3 made 0-3 points progress in writing over the 6 weeks of support • The 21 children in reading all made between 1-2 points progress. <p>Year 3 progress was lessened due to the high number of children who had to isolate across the school during the 6 weeks which meant that attendance was sporadic.</p> |

| | | | |
|--|--|---|--|
| <p>3. Online virtual tutoring for children in year 6</p> | <ul style="list-style-type: none"> • Sessions delivered on line by tutors through Pearson tutoring. • Sessions for children in year 5/6 • Sessions delivered out of school hours. | <ul style="list-style-type: none"> • £1125 | <ul style="list-style-type: none"> • The children who received the online tuition made between 25- 45% improvement based upon the assessments carried out at the start and end of the sessions. • Although offered places not all parents signed up to take part in the sessions |
| <ul style="list-style-type: none"> • Online tutoring to continue for children in year 5 and 6 in autumn term 2021 | <ul style="list-style-type: none"> • Some sessions delivered in school hours and some out of school hours • 15 children to receive tutoring in small groups (60% of the group should be made up of children eligible for PP) | <ul style="list-style-type: none"> • £1125 | <ul style="list-style-type: none"> • Children have been offered places but not all parents agreed to their children receiving the tuition • Currently in process of delivering the tutoring programme, expectations are that all children will make progress over the period. |
| <ul style="list-style-type: none"> • Children have access to online learning resources to support learning | <ul style="list-style-type: none"> • Purchase of EdShed • Children given log in details so they can access this site to support homework or independent learning. • Support Maths and Spelling | <ul style="list-style-type: none"> • £475 | <ul style="list-style-type: none"> • Used effectively by KS1 and in year 3 to help support their spelling and phonics development. • Used higher up the school as an intervention tool. |

| | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> • Learning environment in EYFS supports learning | <ul style="list-style-type: none"> • Purchase resources to support and enhance learning opportunities indoor and outdoors for English and Maths. • Small group interventions and 1:1 in phonics. Maths and writing | <ul style="list-style-type: none"> • £500 | <ul style="list-style-type: none"> • Learning environment is enhanced to support the children to reinforce learning taught discreetly in their groups. • |
| <ul style="list-style-type: none"> • To improve reading within targeted children | <ul style="list-style-type: none"> • Contact parents to invite their child into school for breakfast and additional reading. • Children to have focused reading support for TAs before school • 17 children in years 1 and 2 to receive support before school and at lunchtime • | <ul style="list-style-type: none"> • £100 | <ul style="list-style-type: none"> • Focus was to try to reach age related expectations in Phonics and Spelling CEWs • All children made good progress over the 6 week programme, in some cases significant |
| <ul style="list-style-type: none"> • Develop phonic skills across key stage 1 | <ul style="list-style-type: none"> • Children to receive additional phonics activities with TAs • RWI delivered as per usual daily curriculum. • Targeted children to work with TAs 1:1 or small groups during lunchtimes | | <ul style="list-style-type: none"> • Currently undertaking this programme..impact to be monitored. |
| <ul style="list-style-type: none"> • Boost writing in year 6 | <ul style="list-style-type: none"> • Children identified as being in need of support | <ul style="list-style-type: none"> £0 | <ul style="list-style-type: none"> • 10 children in the group. |

| | | | |
|---|---|---|--|
| | <p>to reach ARE in writing to receive supported sessions daily across the year to boost writing. Sessions delivered as part of literacy learning and delivered by the head teacher</p> | | <ul style="list-style-type: none"> • All children were writing to age related expectations based on in school assessment. • 14 children invited to attend additional after school writing sessions to support children to reach mastery |
| <ul style="list-style-type: none"> • Ensure that children have access to high quality online remote provision. • Ensure additional staffing enable other staff to deliver full programme of remote learning activities. | <ul style="list-style-type: none"> • Maintain staffing levels during the lockdown. • 4 supply staff employed prior to the lockdown to remain in school to support the 125 children who are working in school due to being key workers or vulnerable children. • This staffing enables other staff to deliver focused remote learning activities to meet the needs of all children. | <p>£20,000</p> <p>Cost of this was taken from the school budget</p> | <ul style="list-style-type: none"> • 94% of children engaged with some form of online learning provided by the school. • This was a significant improvement from the first lockdown where very few children attended the online sessions provided. • Staffing arrangements in school allowed staff working remotely to deliver focused activities to the whole class, small groups, 1:1 and SEND groups |
| <ul style="list-style-type: none"> • Children to have access to a broad and balanced curriculum. | <ul style="list-style-type: none"> • Subject leaders to review the delivery of their subject across the school. • Subject leaders to work with staff to identify key | <ul style="list-style-type: none"> • £2750 | <ul style="list-style-type: none"> • Planning for new curriculum in place • Children have access to a new curriculum which gives opportunities for |

| | | | |
|--|---|--|---|
| | <p>skills to cover to close gaps created from the lockdown.</p> <ul style="list-style-type: none"> • SLT to meet with Cornerstones Education group to look at new curriculum software • Purchase new software to deliver curriculum • Staff to receive training on use of new software and planning tool | | <p>skills and knowledge development</p> <ul style="list-style-type: none"> • Assessment/tracking of coverage and knowledge/skills acquisition in place • Curriculum coverage • Subject leads can identify gaps easily • New curriculum to be introduced in January 2022 |
|--|---|--|---|