

## 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	Chacewater	Total pupil number	197	Total catch up funding	£15840
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
A	To raise standards in <b>reading</b> and writing in <b>Year 3</b> and maths.	Year 3 has had a lot mobility – over 55%. Cohort already a concern pre COVID – strategies were in place, unable to continue due to COVID. Combined with mixed engagement over lockdown mean 40% of children only are on track for reading, with 50% still on the phonic scheme . 41% are also on track in Year 3 for maths.			
B	To ensure that pupils in <b>Year 2</b> catch up in <b>phonics</b> to support them in reading and writing .	41% of pupils are on track for phonics following lockdown. 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.			
C	To ensure that the number of pupils in <b>Year 1</b> who pass the <b>phonics tests</b> is in line with national averages	53% on track according to RWINC scheme, school to ensure that they reach national averages by phonics test but also adapt the curriculum to support the basic literacy skills			
D	To support pupils to improve their <b>spelling</b>	Spelling identified as a focus throughout the school - particularly Year 6 with 50% of boys with a spelling focus			
E	To support Reception pupils to transition effectively into school having missed pre school settings due to COVID 19 /also large % with very low Speech and Language	Very young cohort for Reception, some children are struggling with the transition in terms of behaviour which is affecting how the cohort can settle down to school life and learning. 46.6% of the group are a focus. 25% require Speech and Language Support.			

## Section 2: Detailed planning, review and evaluation

Priority A	To raise standards in reading and writing in Year 3						TOTAL COST	£2700
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 will have improved	Employ a specialist teacher as additional support to class to Christmas	EEF Targeted support	Monitoring and review from SMT Monthly pupil progress meetings	1350	Weekly -feedback from AHT	Monitoring from Subject lead for computing November		
% of pupils off the RWINC scheme will be reduced from 50% to 5%	Employ specialist teacher in RWINC to support the delivery to Year 3 – ensure that group sizes are reduced, teacher freed up to work with all groups	EEF Supporting great teaching	Monitoring and review from SMT Monthly pupil progress meetings	1350	Week after October half term	Christmas phonics test		

Priority B	To ensure that pupils in Year 2 catch up in phonics to support them in reading and writing						TOTAL COST	£700
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	
To support 80% of pupils gaining the expected standard in reading in KS 1 Ensure children are still	To employ a supply teacher to cover the class one afternoon a week to release AHT to deliver phonics intervention.	EEF Supporting great teaching	SMT to monitor that the work the supply teacher is delivering is effective curriculum provision	£700				

supported in the delivery of broad and balanced curriculum,							
To ensure that 80% of pupils pass then phonics test before Christmas 2020	AHT to deliver phonics tutoring 1 afternoon a week for 6 weeks - using the RWINc intervention scheme as support	EEF targeted support	Review of planning and impact – Deep Dive from HT use of SHIP partners	£700			

Priority E	To support Reception pupils to transition effectively into school having missed pre school settings due to COVID 19				TOTAL COST	£ 1757	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	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 (against success criteria) Date: 18 <sup>th</sup> December 2020
To support 46% of pupils entering in 30-50 band to gain the ELG	School to employ an additional TA from 30/10/20 – focus of work is supporting children with their PSED. Work includes supporting children to be part of whole class teaching as well as intervention linked to PSED.	EEF Wider strategies EEF targeted support	HT to monitor impact through Deep Dives - lesson, talking to pupils, talking to staff  Review of data  Evidence from tapestry	£878.50			
To support 25% of pupils to develop Speech and Language	School to employ an additional TA for 17.5 hours a week – deliver individual Speech and Language as well as phonological awareness	EEF targeted support	SENDCO - individual observations of sessions	£878.50			

