

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 into 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](#)
- [The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](#)
- [EEF support guide](#)
- [EEF Teaching and Learning Toolkit](#)
- [EEF Assessing and monitoring pupil progress](#)
- [EEF Remote Learning Evidence Review](#)

Section 1: Contextual information

School	Penponds	Total pupil number	116	Total catch up funding	£ 9,200
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
A	Writing To continue to further improve levels of attainment and rates of progress in writing and SPAG so that all schools meet ARE in both <ul style="list-style-type: none"> • Continue to embed and improve early writing and phonic skills • Challenge the more-able writers in KS1 and KS2 to ensure they meet or exceed the national averages • Books and other evidence show strong progress. • Technical accuracy demonstrated in children's books. (sentence structure /punctuation) • Accurate and challenging moderation of writing across the MAT • Leaders ensure through monitoring consistency in the teaching and learning in writing 		It is in writing we have seen the biggest impact of Lockdown. 27% were working towards in July 19 however in Oct 20 that has increased to 52% 73% were working at ARE in July 19 however in Oct 20 that has decreased to 48% 17% were working at GD in July 19 however in Oct 20 that has decreased to 4% Stamina and muscle memory is poor for a number of children. Assessments show that children are not as technically able with their writing as they were prior to lockdown e.g sentence structure and punctuation. Vocabulary choices are less ambitious and spelling is weaker. Presentation and legibility of writing has decreased.		

<p>B</p>	<p>Reading</p> <p>To further improve Teaching and Learning in reading to ensure all pupils make strong progress and exceed national expectations in reading</p> <ul style="list-style-type: none"> • With a special focus on the 10-20% that didn't pass the phonics screening check or reach age related expectations at the end of KS1 • Leaders ensure consistency in teaching and learning in reading 	<p>Percentage of children who are WTS has decreased slightly while number at ARE has increased slightly which is encouraging. However, the number of children working at GD has reduced.</p> <p>July 19 – 30% of children were working at GD while in Oct 20 there are 21% at GD</p> <p>Lowest 20% of readers in each cohort have been identified and are receiving daily 1:1 tuition to close the gap.</p>
<p>C</p>	<p>Mathematics</p> <p>To continue to raise standards in Mathematics so that attainment and progress levels in all schools meet or exceed the national averages for ARE or GD</p> <ul style="list-style-type: none"> • The Maths curriculum and approach is further developed and ensures mastery of all learning. • To further embed pupils application in reasoning skills • All children are challenged in each lesson including the most able who go on to greater depth. • The gap between school support groups/PP and others closes due to high levels of challenge within effective support. • Focus on the impact of guided maths/high expectations • Books and other evidence show strong progress. ½ termly consistent maths assessments investigated and in place • Leaders ensure consistency in teaching and learning in maths 	<p>Percentage of children who are WTS has decreased slightly while number at ARE has increased slightly which is encouraging. However, the number of children working at GD has reduced.</p> <p>July 19 – 19% of children were working at GD while in Oct 20 there are 11% at GD</p>
<p>D</p>	<p>Behaviour</p> <p>Implement an agreed set of principles across the trust including TIS</p> <ul style="list-style-type: none"> • Pivotal Education Training • Training of TIS practioners • Whole school TIS training <p>Behaviour support</p>	<p>Some children have come back to school after Lockdown with higher levels of anxiety and have suffered loss/ trauma. They need support in feeling safe, managing their emotions and self regulation. These needs must be addressed before they can access learning fully.</p> <p><i>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. (EEF guidance)</i></p>

Section 2: Detailed planning, review and evaluation

Priority A	Writing To continue to further improve levels of attainment and rates of progress in writing and SPAG so that all schools meet ARE in both				TOTAL COST	£5,040
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes (success criteria)	Action (by whom)	Reason for choice e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Final evaluation (against success criteria) Date: July 21	
High quality first teaching ensures good progress in writing from children's starting points.	<ul style="list-style-type: none"> - Class teachers use high quality feedback to move learning forward quickly and assess children's writing regularly using the year group assessment grids to inform planning - Teachers to be given time out of class to moderate writing with English Lead or HT. 	EEF- High Quality Teaching for all	Work scrutiny by class teachers Moderation in staff meetings Observation and pupil conferencing by CS and JL	TA cover time 1 after noon x4 every half term Approx. £500	<p>Averaged across the school, since the start of the year (October 2020 assessments) the percentage of children working at or above the Expected standard has increased in writing (+15%)</p> <p>Averaged across the school, since the start of the year (October 2020 assessments) the percentage of children working Above Expected has increased slightly in writing (+4%)</p> <p>Due to a second lockdown progress was impacted but the quality of remote learning improved.</p> <p>On children's return to school teachers focused on addressing gaps in writing using the interim writing frameworks.</p> <p>Independent writing will continue to be assessed every half term and targets reviewed and reset at these assessment points.</p>	
Targeted academic support further supports pupils with their writing to ensure good progress is made from their starting points.	<ul style="list-style-type: none"> - TA/ Teacher to deliver high quality interventions. This may be small group or 1:1 depending on individual needs. - Lower attaining readers/ writers across KS2 will receive focused Intervention and continue with Nesy programme 	EEF- Targeted Academic Support Pre-teaching and consolidating learning/ addressing misconceptions quickly	Monitoring of effectiveness by SLT and class teachers.	TA x 2 afternoons every week £1570 AM TA x 2 x 2 afternoons every week £2970 EP and JR	<p>Writing needs to continue to be an area of focus:</p> <p>In Year 1 and Y5 the number of children working at ARE is still well below NA (2019 figures)</p> <p>In year 1 and year 3 no child is working at Greater Depth.</p> <p>In the reception cohort there is a small group of boys who will need focused writing intervention and support as they move in to Year 1.</p> <p>Nesy programme is proving effective – progress is evident in reading and spelling. It has been particularly motivational for a group of Y5 boys and lower attaining boys in Y2 and 4.</p>	

Priority B	Reading To further improve Teaching and Learning in reading to ensure all pupils make strong progress and exceed national expectations in reading				TOTAL COST	£0
INTENT	IMPLEMENTATION			IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Final evaluation (against success criteria Date: July 21)	
Teaching of the RWI programme across the school is strong and pupils make good or outstanding progress from their starting points. Lowest 20% of readers make accelerated progress and gap closes.	<ul style="list-style-type: none"> - All staff to have completed 2 day RWI training and access the online portal for support. - Monitoring by CS/ JL ensures that staff are following the program accurately and are provided with bespoke mentoring where needed. - Resources purchased where needed. 	EEF- High Quality Teaching for all	<ul style="list-style-type: none"> - CS/JL to lead training sessions with teachers and staff. - Reading Development Day – March 2020 - Monitoring by CS and JL - CS uses expertise as English Hub lead teacher 	Already in budget	<p>All staff renewed RWI training using the Ruth Miskin online portal. This proved very effective and improved consistency and fidelity to the programme – evidenced in lesson visits Half termly assessments showed good progress and bespoke training was provided at the RWI development day supporting less confident staff and giving ideas for moving on children who were stuck with either blending or fluency. Extra resources were purchased to enable more small group and 1:1 intervention as well as more non-fiction texts. Parents have engaged with phonically matched books at home. During lockdown daily RWI phonics videos were shared with all phonics groups. Continue to focus on lowest 20% of readers 1:1 intervention/ small group intervention for year 1 children moving into year 2 who are just below expected level in reading to ensure they pass the phonics screening.</p>	
Pupils in KS2 make good progress in reading from their starting points with increased fluency and comprehension skills.	<ul style="list-style-type: none"> - Nesy Reading and Spelling Program is used to support pupils in KS2 who have identified as needing extra support with reading and spelling. - Lower attaining readers/ writers at KS2 will receive focused Intervention 	EEF- Targeted Academic Support	<ul style="list-style-type: none"> - Training for staff. <p>Monitoring of intervention/progress and impact by SLT.</p>	Licence for 15 pupils – already budgeted Costs above JR and EP	<p>Nesy programme is proving effective – progress is evident in reading and spelling. It has been particularly motivational for a group of Y5 boys and lower attaining boys in Y2 and 4. We will continue using Nesy for lowest 20% of readers across KS2. Reading is monitored regularly through AR Star tests. Daily reading intervention showed good impact with focus children and ensured they were reading appropriate level texts. Daily reading lessons in KS2 will use the VIPERS resources from Literacy Shed from Sept 21 to ensure consistency and quality of teaching in reading.</p>	

Priority C	Mathematics To continue to raise standards in Mathematics so that attainment and progress levels in all schools meet or exceed the national averages for ARE or GD				TOTAL COST	£3,227.80
INTENT		IMPLEMENTATION			IMPACT	
Desired outcomes (success criteria)	Action (by whom)	Reason for choice e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Final evaluation (against success criteria Date: July 21)	
<p>Targeted academic support further supports pupils with maths to ensure good progress is made from starting points.</p> <p>Pre-teaching which is linked explicitly to the specific year group content supports pupils to make good progress in maths.</p>	<ul style="list-style-type: none"> - HLTA to deliver high quality interventions using the strengthening, deepening and challenge resources from Power Maths. This may be small group or 1:1 intervention depending on need. - Year 1 cohort will be taught in smaller groups to continue to accelerate progress. 	<p>EEF- Targeted Academic Support</p> <p>Pre-teaching and consolidating learning – extension of more able children to ensure they are secure working at GD.</p>	<p>Maths NFER Assessment Tests – year 2, 4, 5 6 and Sats for Y3 from previous year: Assess in Oct 2020, identify areas to focus teaching and intervention groups, repeat same test in Feb to measure progress and identify areas to focus teaching and intervention groups. Year 2 currently will sit KS1 SATs in May.</p> <p>Monitoring of effectiveness by JL and class teachers</p>	<p>Test materials £427.80</p> <p>HLTA – 2 afternoons in KS1 £1800 AO</p> <p>HLTA – 1 afternoon a week Y3 £1,000 SG</p> <p>Already in budget</p>	<p>Children made good progress from starting points on return from the first lockdown. Teachers ensured that prerequisites were in place from the previous year before moving into new learning. 72% of children at ARE or above across the school. Support of HLTAs has shown impact – children being taught in smaller groups and having increased timely feedback. Pre-teaching and consolidation of learning has been effective – improved confidence. Daily marking has ensured that gaps are addressed quickly.</p> <p>We will continue to fund 2 HLTAs to work in KS1 and KS2 to support the teaching of Power Maths</p> <p>Y5 cohort – weaker in maths at ARE Y1,3 and 4 – no children working at GD in maths – need to have an extension group to deepen learning for focus children who have the potential to achieve GD.</p>	

Priority D	Behaviour Implement an agreed set of principles across the trust including TIS				TOTAL COST	£1,000
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes (success criteria)	Action (by whom)	Reason for choice e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Final evaluation (against success criteria Date: June 21)	
<p>Two adults become TIS practitioners All staff are adept at supporting children who are struggling to self-regulate and understand their emotions. There is a shared language and approach by all staff. Children will feel safe and secure in school and will be ready to access their learning.</p>	<p>JL and MO to attend 10 day TIS training</p> <p>Relationship Policy to be created and consulted on – JL and MO</p> <p>Whole staff training on TIS approach/ principles – JL/ Headstart</p> <p>Wellbeing assessment carried out – children identified for extra support/ TIS sessions (class teachers)</p> <p>MO and JL carry out 1:1 TIS sessions</p>	<p>EEF Recommended strategy: Targeted support for social and emotional interventions Transition support</p>	<p>Presentation on Day 10 and award of diploma</p> <p>Behaviour logs – reduction of incidents</p> <p>Pupil Conferencing</p> <p>Lesson Observations</p> <p>Feedback from parents</p>	<p>No cost for training</p> <p>Release time for MO to carry out 1:1 sessions one afternoon each week £1,000 SG</p>	<p>Two staff have achieved their TIS diploma and provided whole school training, Shared language and approach used by all staff. All staff are using the TIS approach and are following the relationship policy. Behaviour policy will be reviewed in light of TIS training in Sept 21. All children are benefiting from the TIS approach with four children receiving 1:1 sessions once a week as flagged in the wellbeing assessment.</p> <p>Children who need help self-regulating have been very well supported. Behaviour is generally very good across the school due to high expectations and levels of support.</p>	