



Banks Road Infant & Nursery School

Covid-19 Catch Up Premium

The government have recognised that children have experienced ‘unprecedented disruption’ to their education as a result of Covid-19 and school closures. They have allocated 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 lost teaching time’.

Funding allocation and Banks Road

The funding allocation will be calculated on a per-pupil basis. Each school will receive a total of £80 for each pupil in years FS2 through to Year 11. Therefore, with the number of pupils on-roll totalling 159 we will expect to receive £12720.00 over the academic year 2020-21.

The funding will be provided in 3 tranches. An initial payment will be provided in Autumn 2020 based on latest available data on pupil numbers. A second grant will be received in early 2021 based on updated pupil data. For mainstream schools the pupil headcount from the October 2020 census will be used. Across the first two payment rounds schools will receive a total of £46.67 per pupil. A further payment of £33.33 per pupil will be paid in the Summer term 2021.

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.’ Schools should use evidence based approaches to direct their funding in the most effective way.

The Education Endowment Foundation (EEF) have published a Covid-19 Support Guide for Schools to explore evidence based approaches to supporting children to catch up lost learning. They have acknowledged that ‘the disruption caused by school closures will have a negative impact on learning and wellbeing’ and that ‘every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders’. The EEF recognise that the funding can be used effectively in different ways including teaching and whole-school strategies (supporting great teaching; pupil assessment and feedback; transition support); targeted support (one to one and small group tuition; intervention programmes; extended school time); wider strategies (supporting parents and carers; access to technology; summer support). These approaches were all taken into account when deciding the best ways to support our children and have the maximum impact on progress.

Following our return to school we have re-evaluated our school priorities and gaps in learning. Reading and phonics skills and application has been identified as a key area for development. This has been prioritised within our SIP and as a focus for use of our Covid-19 Catch Up Premium Funding. Please see our Subject Action Plan for Phonics and Reading (Sip 2019-21).

Accountability and monitoring

‘As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding. Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.’

At Banks Road we aim to use our Covid-19 Catch Up Premium to fund interventions to support children to catch up on missed learning and narrow the gap. Spending and the impact of this will be monitored termly to ensure funding is being used effectively and allowing for alternative provision/intervention to be made where necessary. Reading and the application of phonics skills have been identified as an area where learning had stalled during school closure. Our Subject Leader Action Plan for Phonics and Reading defines the way in which we are planning to address this gap.

Nicola Pursglove (English Subject Lead) had identified children in Key Stage One who are falling behind or at risk of falling behind and these children will receive targeted intervention and teaching to narrow the gap. These children have been highlighted red or orange depending on their skills and ability. Children within the red band are being targeted to narrow the gap, whereas children within the orange band are being targeted to boost their progress to enable them to achieve national expectations by the end of the academic year. Children in the Foundation Stage will be identified at the end of Autumn 2 to ensure they can receive targeted intervention where necessary in the Spring term. These children and the interventions in place will be monitored termly to ensure maximum impact of the spending.

Allocated funding and costing

Cost per child spending for TA intervention is calculated based on Point 22 hourly rate with on costs (£15.34) x intervention hours/week x 52 (weeks/year) divided by number of children accessing intervention.

For further information about Covid-19 Catch Up Premium please see <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>
The Covid-19 Support Guide for Schools (EEF) can be found at: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf



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Catch Up Premium Expenditure & Monitoring – Autumn 2020

Year 2

Reading intervention	Purpose	Ratio, frequency, duration, number of children	Costing for term £15.34	Impact
Probes	To improve key word recognition. To increase grapheme recognition and recall.	1:1, 5 mins daily x 15 children	£1661.83/term	Children are now accessing probes to target their specific reading need e.g. phonic awareness, blending etc
Nessy & Dyslexia Quest	To improve phonological awareness and recall. To identify specific reading difficulties.	1:2 20 mins, minimum 3 x week x 10 children	£330 annual subscription £1329.47/term	All children are regularly accessing the intervention. Provision has been put in place for those identified as at risk of dyslexia. All children are progressing well within the intervention.
Additional reading	To increase application of phonics skills when reading.	1:1, 10 mins, minimum 3 x week x 12 Oak & 11 Willow	£3057.77/term	All children have moved up a reading trolley. Most children are now using their phonics skills as their initial strategy to decode. ** is still using picture clues initially but with prompt is able to use phonics skills more effectively. 84% of children passed the Phonics Screen in November.

Moving forward:

- Phase 3/early phase 5 phonics group (in addition to usual phonics session) to consolidate digraphs & application of these

Year 1

Reading intervention	Purpose	Ratio, frequency, duration, number of children	Costing for term	Impact
Probes	To improve key word recognition. To increase grapheme recognition and recall.	1:1, 5 mins, 3 x week x 16 children	£531.79/ half term	Children were identified by October half term. To allow progress to be monitored effectively this will be reviewed next term.

Moving forward:

- Children who need to read more regularly to close the gap to be identified and additional reading to be implemented

December 2020 – Spending to date = £6910.86