

Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2021 – 2022



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	117	Total catch up funding	£
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
A	<p>Writing To further improve Teaching and Learning in writing to ensure all pupils make strong progress and meet or exceed national expectations in writing Continue to embed and improve early writing and phonic skills</p> <ul style="list-style-type: none"> • 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 		<p>It is in writing we have seen the biggest impact of the Covid pandemic after two lockdowns. 73% were working at ARE in July 19 however in October 20 this had decreased to 48% - in July 21 it has increased to 63%. 17% were working at GD in July 19 however in October 20 this had decreased 4% - in July 21 this has increased to 8%</p> <p>Attainment in writing in Year 1 and Year 5 are a particular focus.</p> <p>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>		

<p>B</p>	<p>Reading</p> <p>To further improve Teaching and Learning in reading to ensure all pupils make strong progress and meet or 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>Number of children working at ARE across the school in July 21 is 75%</p> <p>July 19 – 30% of children were working at GD while in Oct 20 there were 21% at GD and in July 21 there are 20%. This still needs to be a focus.</p> <p>No Year 1 readers at GD and a slight reduction in the number of children in Y2 working 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. (July 21 – practice phonics screening 68% passed) Children with potential to achieve have been identified and will be supported in a small group and have 1:1 sessions if needed.</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 continue to improve fluency in number • To further embed pupil's 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>72% of children across the school working at ARE or above – July 21. It was 77% in July 19. Year 5 cohort has seen the biggest drop back and will be a focus group for extra support and intervention.</p> <p>July 19 – 19% of children were working at GD while in Oct 20 there were 11% at GD, in July 21- 12%.</p> <p>Y1, 3 and 4 – no child working at GD – support and monitoring to focus on these cohorts.</p>
<p>D</p>	<p>Behaviour</p> <p>Embed an agreed set of principles across the trust including TIS</p> <ul style="list-style-type: none"> • Revisit TIS principles and review behaviour policy • Continue with outreach support from Wave • 5 day SLA with EP service • TIS sessions for identified children 	<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. After 2 lockdowns and a summer holiday where rates of Covid infection have increased and are the highest in the country there will be increased anxiety from some children and parents.</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 children in all schools meet or exceed ARE in both					TOTAL COST	£5,040
INTENT	IMPLEMENTATION				Progress Review	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	1: Feb 22	Final evaluation (against success criteria) Date: June 22	
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 every half term using the year group assessment grids to inform planning - Writing moderation takes place with the English Lead or HT or across the MAT. - Writing targets are reviewed every half term – class teachers - Letter join handwriting scheme and Dough Disco (Reception) used to improve muscle memory and presentation. - Talk for Writing approach used to scaffold writing 	EEF- High Quality Teaching for all	Work scrutiny by class teachers Moderation in staff / MAT meetings Observation and pupil conferencing by CS and JL	HLTA cover time 1 after noon x4 every half term Approx. £500 Release time for English lead (HLTA -every fortnight)			
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 intervention in KS1 depending on individual needs. - Lower attaining readers/ writers across KS2 will receive focused Intervention specific to targets and continue with the Nesy programme 	EEF- Targeted Academic Support Pre-teaching and consolidating learning/ addressing misconceptions quickly	Monitoring of effectiveness by SLT and class teachers. Headteacher	HLTA TA x 2 afternoons every week £1570 ZM and AO TA x 2 x 2 afternoons every week £2970 EP and JR			

Priority B	Reading To further improve Teaching and Learning in reading to ensure all pupils make strong progress and meet or exceed national expectations in reading				TOTAL COST	£336.60
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	Progress Review 1: Feb 22	Final evaluation (against success criteria) Date: June 22
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"> - New support staff to complete online 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. - 1:1 tutoring for lowest 20%. (support staff) 	EEF- High Quality Teaching for all	<p>Online training sessions have been quality assured</p> <p>Second Reading Development Day – Date tbc</p> <p>Monitoring by CS and JL</p> <p>CS uses expertise as English Hub lead teacher</p>	Already in budget		
Pupils in KS2 make good progress in reading from their starting points with increased fluency and comprehension skills.	<ul style="list-style-type: none"> - Daily reading lesson using Literacy Shed VIPER resources (KS2 teachers)- extend MA pupils - Nesy Reading and Spelling Program is used to support identified pupils in KS2 – lowest 20% - Lower attaining readers/ writers at KS2 will receive focused Intervention specific to targets 	EEF- Targeted Academic Support	<p>Training for staff.</p> <p>Monitoring of intervention/progress and impact by JL.</p> <p>Progress review meetings</p>	<p>Licence for 17 pupils to be renewed</p> <p>Costs above JR and EP</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	£3,600
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	Progress Review 1: Feb 22	Final evaluation (against success criteria) Date: June 22
<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 x 2 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. - KS1 and KS2 will have an HLTA supporting maths and will be taught in smaller groups to continue to accelerate progress – lowest 20% and children targeted for GD. - New IWB to be installed by ICT4 in the hall to improve facilities for teaching maths groups in the hall. - Audit maths resources and ensure high quality manipulatives readily available (PH) - Daily mental maths sessions – Sum Dog, Fast Maths/ Arithmetic 	<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>Power Maths progress tests will identify areas to focus teaching and intervention groups.</p> <p>Running record of Sum Dog results will track progress in fluency.</p> <p>Monitoring of effectiveness by JL and PH</p>	<p>Power Maths – online resources</p> <p>HLTA – 2 afternoons in KS1 £1800 AO</p> <p>HLTA – 2 afternoons in KS2 £1800 ZM</p> <p>Already in budget</p> <p>Sum Dog – online subscription</p>		

Priority D	Behaviour Embed 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	Progress Review 1: Feb 22	Final evaluation (against success criteria) Date: June 22
<p>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 support and train new staff in TIS approach – revisit with current staff</p> <p>Review behaviour policy in line with TIS principles</p> <p>Planning meeting with new acting SENCO</p> <p>Outreach support from Naomi Watts (Wave)</p> <p>5 days SLA with EP – possible training on Emotion Coaching</p> <p>MO and JL continue to carry out 1:1 TIS sessions</p>	<p>EEF Recommended strategy: Targeted support for social and emotional interventions Transition support</p>	<p>Monitoring of classroom ethos – JL and MO</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</p> <p>EP SLA</p>		