


Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 – 2021 MITHIAN SCHOOL

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.
- No charge for academic clubs run by teachers / when being covered by PE Lead.

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	MITHIAN SCHOOL	Total pupil number	105	Total catch up funding	£ 8,400. Actual spend £8,785.20 over 25 weeks
Identified priorities for catch up (summarised from SDP)		Reason for selection of priority (summarised from SDP)			
A	Year 1 – raise standards in Reading, Writing and Maths. Build confidence and resilience.	Inconsistent engagement with home learning during Covid Lockdown. Need confidence, resilience and improved time on task. To close gaps with missed learning and close the gap with their peers. (4 pupils/27%)			
B	Ensure % of pupils in Year 1 who pass the phonics standard is in line or above National.	Varied engagement during lockdown with phonics and previous low attainment. (3 pupils/20%)			
C	Ensure Year 2 pupils catch up in phonics and support reading and writing for pupils who are not on track for meet ARE. Ensure more able Year 2 pupils achieve well in reading.	Varied engagement during lockdown with phonics, results of mock screening phonics, low termly reading test results, previous low attainment. (7 pupils/47%) High reading score and previous high attainment, focus on discussion and evidence found in reading. (6 pupils/40%)			

D	Year 3 and 4 pupils catch up so they achieve ARE in Writing, Reading and Maths.	Pupils in Year 3 (9 pupils/60%) and 4 (7 pupils/47%) identified as need to develop independent writing, sentence construction, GSP and handwriting. Maths - Year 3 (6 pupils/40%) and Year 4 (4 pupils/27%) – lack of consistent engagement in lockdown, number and place value and four calculations, times tables must improve in order to achieve ARE.
E	Year 5 to achieve ARE in Reading, Writing and Maths	Year 5 (16 pupils/100%) did not have opportunity to attend school in partial opening. Literacy- Reading comprehension, VIPER questions and answers needs improving, spelling rules and common exception words needs to be secure. Handwriting expectations need reiterating. <i>Regular reading at home (minimum 3 times-a-week) is essential.</i> Maths – (4 pupils/25%) low engagement during lockdown, previously low attainment but performed strongly in Year 2 (90% EXS+), confidence low. <i>Secure number and calculation, improve recall of tables.</i>
F	Year 6 to achieve in line or above National in Reading, Writing and Maths.	Year group (16 pupils/100%) who did not have opportunity to attend school in partial opening. Mixed engagement with home learning during lockdown and partial opening. Literacy- Cover all age related key areas of SPaG, spellings and improve handwriting. Reading comprehension strategies and VIPER type questions and answers need developing to ensure they met or exceed Reading ARE. <i>Regular reading at home (minimum 3 times-a-week) is essential. Lots of opportunities to write extended writing tasks and handwriting focus.</i> Maths (4 pupils/25%) Low engagement in lockdown, low prior attainment, attitude and resilience for learning and challenge. <i>Calculation focus (particularly tables and number fluency)</i>

Section 2: Detailed planning, review and evaluation

Priority A	Year 1 – raise standards in Reading and Writing. Build confidence and resilience.				TOTAL COST	£948.32	
INTENT	IMPLEMENTATION			IMPACT			
Desired outcomes <i>(success criteria)</i>	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: Nov 2020	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:
% of pupils on track for Reading will have improved.	Additional teacher employed from Sept 2020 to enable class teacher to be released from class to deliver phonic based catch up once a week. Teacher delivering 1:1	EEF Targeted support. Previous low engagement with home learning during lockdown.	Monitoring and review by subject lead and Headteacher. Staff meeting pupil progress meetings. SENCo/provision maps monitoring.	658.32	Rising Stars test data. Reading book banded level data. Phonics grapheme check and recall.		

	reading sessions once weekly. TA timetabled for regular reading slot.	Previous lower attaining pupils.	Phonics screening score. Rising stars reading scores. Governor visits	No charge 290.00			
% of pupils on track for Writing will have improved.	Additional teacher employed from Sept 2020 to enable class teacher to be released from class to deliver writing based catch up once a week.	EEF targeted support. Previous low engagement with home learning during lockdown.	Monitoring and review by subject lead and Headteacher. Staff meeting pupil progress meetings. SENCo/provision maps monitoring. Moderation and book look. Governor visits		Feedback from classteacher. Moderation of writing tasks (Babcock writing grids).		

Priority B	Ensure % of pupils in Year 1 the phonics standard is in line or above National.						TOTAL COST	£658.34
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes <i>(success criteria)</i>	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:	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:	
% pupils phonics score improves from mock marks.	Additional teacher employed from Sept 2020 to enable class teacher to be released from class to deliver phonic based catch up once a week. Teacher delivering 1:1 reading sessions once weekly.	EEF Targeted support. Inconsistent or varied low engagement with home learning during lockdown. Previous lower attaining pupils.	Monitoring and review by subject lead and Headteacher. Staff meeting pupil progress meetings. SENCo/provision maps monitoring. Moderation and book look.	329.17	Weekly - feedback from class teacher Phonics grapheme data shows improvement.	Monitoring from Subject lead for literacy		

		Phonic grapheme recall.	Governor visit.				
% of pupils passing phonics standard is in line or above National	Additional teacher employed from Sept 2020 to enable class teacher to be released from class to deliver phonic based catch up once a week. Phonics Club planned for Spring 2021 to be led by Teacher or experienced TA with phonic experience.	EEF Targeted support. Inconsistent or varied low engagement with home learning during lockdown. Previous lower attaining pupils.	Monitoring and review by subject lead and Headteacher. Staff meeting pupil progress meetings. SENCo/provision maps monitoring. Moderation and book look. Governor visit.	329.17 No charge	Week before October half term phonics grapheme data shows improvement.	December 2020 phonics screening.	

Priority C	Ensure Year 2 pupils catch up in phonics and support reading and writing for pupils who are not on track for meet ARE. Ensure more able Year 2 pupils achieve well in reading.						TOTAL COST	£658.34
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes <i>(success criteria)</i>	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:	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:	
% of pupils passing phonics test in Dec 20 is in line with National	Additional teacher employed from Sept 2020 to enable class teacher to be released from class to deliver phonic based catch up once a week.	Previous mid-lower attaining children. Limited engagement in home learning. Mid / low phonics screening mock check score. Low Rising Stars reading test score	Monitoring and review by subject lead and Headteacher. Staff meeting pupil progress meetings. SENCo/provision maps monitoring. Moderation and book look. Governor visit	329.17.	Week before October half term phonics grapheme data shows improvement.	December 2020 phonics screening		
% of pupils on track for Reading will	Additional teacher employed from Sept 2020 to enable class teacher to	Low phonics screening mock check score.	As above	329.17	Rising stars reading data. Conversation with class	Rising stars reading data.		

have improved and higher attaining pupils achieve GDS	be released from class to deliver GDS reading acceleration sessions and phonic based TA with phonic experience to be timetabled for regular reading sessions.	Low rising stars reading test score Not always attentive during phonic sessions. hit and miss home learning engagement with phonic activities previous low attaining GDS: High reading score. previous high attainment		No charge	teacher. VIPERS techniques used by children.		
---	--	--	--	-----------	--	--	--

Priority D	Year 3 and 4 pupils catch up so they achieve ARE in Writing, Reading and Maths.						TOTAL COST	£4252.00
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes <i>(success criteria)</i>	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: 7 th December	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:	
% of pupils achieving ARE in Reading will have improved.	Class TA's used to deliver reading catch up on a 1:1 basis, planned by Teacher.	Year group not in since March 2020. Engagement with remote learning over school closure. Early assessments in September.	<ul style="list-style-type: none"> Literacy Lead to monitor teacher notes and assessments of catch up pupils. Staff meetings with teaching staff and head to monitor. Governors	2030.00				

			monitoring catch up when in for Governors week.				
% of pupils achieving ARE in Writing will have improved.	School to employ an additional teacher (part time) to enable Literacy Lead to be released to deliver catch up.	Year group not in since March 2020. Independent writing Writing lessons Babcock assessment check	<ul style="list-style-type: none"> Literacy Lead to monitor teacher notes and assessments of catch up pupils. Staff meetings with teaching staff and head to monitor. Governors monitoring catch up when in for Governors week.	1111.00			
% of pupils achieving ARE in Maths will have improved	School to employ an additional teacher (part time) to enable class teacher to be released to deliver catch up.	Year group not in since March 2020. Y2 & Y3 Summer Term assessment papers (Arithmetic and reasoning) Work in lessons X table tests	<ul style="list-style-type: none"> Maths Lead to monitor teacher notes and assessments of catch up pupils. Staff meetings with teaching staff and head to monitor. Governors monitoring catch up when in for Governors week. 	1,111.00			

Priority E	Year 5 to achieve ARE in Reading, Writing and Maths						TOTAL COST	£290.00
INTENT	IMPLEMENTATION				IMPACT			
Desired	Action (by whom)	Reason for choice	Quality assurance	Cost	Progress Review 1	Progress Review 2	Final evaluation	

outcomes (success criteria)		e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies	of delivery		Date:	Date:	(against success criteria Date:
% of pupils achieving ARE in Reading will have improved.	X 10 min sessions 1:1 throughout week with TA to read 1:1- VIPERS	Pupils who had minimal reading input at home during lockdown with parents. Lower attaining readers in class.	Governor Visits Staff Meeting/discussion across school Literacy Lead Monitoring	TA x 30 mins weekly 145.00			
% of pupils achieving ARE in Writing will have improved.	X 30 mins TA input for small LA writing group to go SpAG related issues in pupils writing e.g- accuracy with inverted commas	Pupils with SpAG-related issues due to missed teaching during lockdown. Pupils in danger of falling behind with general class input.	Governor Visits Staff Meeting/discussion across school Literacy Lead Monitoring	TA x 30 mins weekly 145.00			
% of pupils achieving ARE in Maths will have improved.	X 30 min Class Teacher/Maths Lead input for small LA maths group to go through calculation paper and number fluency activities	Pupils poor tables recall; those who struggle to internalise new methods for calculation/poor P.V understanding and in danger of falling behind.	Governor Visits Staff Meeting Maths Lead Monitoring	Teacher release cost x 30 mins weekly No charge			

Priority F	Year 6 to achieve in line or above National in Reading, Writing and Maths.	TOTAL COST	£1978.20
INTENT	IMPLEMENTATION	IMPACT	

Desired outcomes (<i>success criteria</i>)	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching</i> <i>EEF Targeted support</i> <i>EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final evaluation (<i>against success criteria</i>) Date:
% of pupils achieving ARE or above is inline or higher than National for Reading.	<p>X 30 min sessions LA weekly with Teacher</p> <p>To look at reading response strategies (PEE)</p> <p>X 2 hours Split Year 5/Year 6 so that Year 6 teacher is with x 16 Year 6 pupils only- reading strategies and responses. Look at higher level GD texts.</p>	<p>All Year 6 not been in-school since March 19. Some LA pupils low engagement with home learning provision.</p> <p>Missed exposure to Year 6 assessment cycle/SATS prep due to lockdown Covid-19.</p>	<p>Governor Visits</p> <p>Staff Meeting/discussion across school</p> <p>Literacy Lead Monitoring</p>	<p>SK for Year 5 weekly 9:30am-12pm 19wks</p> <p>HLTA for 6wks</p> <p>844.10</p>			
% of pupils achieving ARE or above is inline or higher than National for Reading.	<p>TA use during literacy lessons to work with targeted GD pupils</p>	<p>Pupils who achieved GDS in Year 2 targeted to achieve at end of KS2.</p>	<p>Governor Visits</p> <p>Staff Meeting/discussion across school</p> <p>Literacy Lead Monitoring</p>	<p>X 2 or x 3 weekly use of TA in-lessons or PM intervention 145.00</p>			
% of pupils achieving ARE or above is inline or higher than National for Maths.	<p>X 30 mins maths input with Maths Lead weekly on number fluency and calculation strategies</p>	<p>Pupils identified as poor engagement in lockdown learning/pupils missing regular practise of calculation/number</p>	<p>Governor Visits</p> <p>Staff Meeting/discussion across school</p> <p>Maths Lead</p>	<p>X 30 mins Teacher release weekly No charge</p>			

	<p>Weekly Boost on Y6 specific content (Thur AM)</p> <p>Girls Maths Club Autumn 1 2020 Boys Maths Club Autumn 2 2020</p> <p>TA Maths Intervention as necessary small group or 1:1 to pre-teach or consolidate learning</p>	work/tables	Monitoring	<p>9:30-12:30pm SK cover Year 5 (as in RW) 18 wks HLTA 6 wks 844.10</p> <p>Teacher x 40 mins weekly no charge</p> <p>TA PM 145.00</p>			
--	--	-------------	------------	---	--	--	--

