**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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support). 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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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.

**Useful links**

[Gov guidance Catch up premium](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium)

[EEF support guide](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

[EEF Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

[EEF Assessing and monitoring pupil progress](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/)

[EEF Remote Learning Evidence Review](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

**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.

**Section 1: Contextual information**

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| School | Mylor bridge School | Total pupil number | 140 | Total catch up funding | £11,200 |
| Identified priorities for catch up (summarised from SDP) | | | Reason for selection of priority (summarised from SDP) | | |
| A | To raise standards in **maths** in **Year 4** | | 35% (7) of children in Y4 have gaps in mathematical knowledge. | | |
| B | To raise standards in **maths** in **Year 3** | | 28% (5) of the children in Year 3 have gaps in their mathematical knowledge. | | |
| C | To raise standards in **maths** in **Year 5** | | 23% (5) of the children in Year 3 have gaps in their mathematical knowledge. I | | |
| D | To raise standards in **Y5 and 6** in writing | | 17% of Y5 and 6 children need support in forming sentences and using correct punctuation. | | |
| E | To ensure that pupils in **Year 3 and 4** catch up in **phonics** to support them in reading and writing | | 18% of children (7) need continued intervention with phonics in order to support reading and writing. | | |
| F | To ensure that the number of pupils in **Year 2 and 1** who pass the **phonics tests** is in line with national averages | | Initial assessment has shown individual gaps. Wave 1 teaching has been adapted and also 1:1 intervention in place., school to ensure that they reach national averages by phonics test but also adapt the curriculum to support the basic literacy skills | | |
| G | To support Reception pupils to transition effectively into school having missed pre school settings due to COVID 19 | | Children have not been to formalised Pre-school for up to 6 months. Children have been with their parents (and in lots of cases only their parents) for up to 6 months. | | |
| H | To use a variety of online tools to support learning | | A number of our children have already had to isolate for up to 1xweek due to awaiting test results. | | |
| I | To purchase further laptops/ chrome books in order to support learning in school. | | CHildrne are being taught how to use google classrooms and need computers to practise with. | | |

**Section 2: Detailed planning, review and evaluation**

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| **Priority A and B and C** | To raise standards in maths in Y4 and Y3 | | | | | | **TOTAL COST** | £1,072 |
| **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  Date: fill in | Progress Review 2  Date: fill in | Final evaluation  *(against success criteria)*  Date: fill in | |
| % of pupils on track for maths will have improved | Employ a specialist HLTA to run interventions until July | EEF Targeted support | Monitoring and review from SMT  Half termly pupil progress meetings | £1072 |  |  |  | |

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| **Priority D** | To ensure that pupils in Years 5 and 6 catch up in sentence structure and punctuation to support them in writing | | | | | | **TOTAL COST** | **£1072** |
| **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  Date: fill in | Progress Review 2  Date: fill in | Final evaluation  *(against success criteria* Date: fill in | |
| % of pupils on track for writing has improved. | Employ a specialist HLTA to run interventions until July | EEF Targeted support | Monitoring and review from SMT  Half termly pupil progress meetings | £1072 |  |  |  | |

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| **Priority E** | To ensure that pupils in Year 3 and 4 catch up in phonics to support them in reading and writing | | | | | | **TOTAL COST** | **£1072** |
| **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  Date: fill in | Progress Review 2  Date: fill in | Final evaluation  *(against success criteria* Date: fill in | |
| % of pupils on track for writing and reading has improved. | Employ a specialist HLTA to run interventions until July | EEF Targeted support | Monitoring and review from SMT  Half termly pupil progress meetings | £1072 |  |  |  | |
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| **Priority F** | To ensure that pupils in Year 1 and 1 catch up in phonics to support them in reading and writing | | | | | | **TOTAL COST** | **£264** |
| **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  Date: fill in | Progress Review 2  Date: fill in | Final evaluation  *(against success criteria* Date: fill in | |
| % of pupils who pass the PSC is 80% | Employ a TA as additional phonics intervention until July | EEF Targeted support | Monitoring and review from SMT  Half termly pupil progress meetings | £264.00 |  |  |  | |
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| **Priority G** | To ensure that pupils in Year 1 and 1 catch up in phonics to support them in reading and writing | | | | | | **TOTAL COST** | **£264** |
| **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  Date: fill in | Progress Review 2  Date: fill in | Final evaluation  *(against success criteria* Date: fill in | |
| 100% of reception pupils transition into class 1 successfully | Employ a TA as additional phonics intervention until July  Employ extra TA mornings to support pastoral issues in settling into school | EEF Targeted support | Monitoring and review from SMT  Half termly pupil progress meetings | £264.00 |  |  |  | |
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| **Priority H** | To ensure that pupils can access learning if they are isolating at home | | | | | | **TOTAL COST** | **£650** |
| **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  Date: fill in | Progress Review 2  Date: fill in | Final evaluation  *(against success criteria* Date: fill in | |
| 100% of children can access Home Learning | Whole school training on Google Classrooms  And Purple Mash | EEF Targeted support | Monitored by FGB | £650 |  |  |  | |
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| **Priority I** | To ensure that pupils have access to chromebook/laptop | | | | | | **TOTAL COST** |  |
| **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  Date: fill in | Progress Review 2  Date: fill in | Final evaluation  *(against success criteria* Date: fill in | |
| 100% of children can access Home Learning | VS to purchase further chromebooks to support learning. | EEF Targeted support | Monitored by FGB | £whatever is left |  |  |  | |
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