Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's 'School Planning Guide 2020-21', may help schools to develop their plans for the premium. For more details, please refer to our QA regarding the catch-up premium.

This template plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for schools, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Please note that the ESFA has published its provisional allocations for the catch-up premium for the 2020/2021 academic year.

Last updated: 10 November 2020

Catch-up plan

School name:	**St Joseph's Catholic Primary School Withnell**						
Academic year:	**2020-2021**						
Total number of pupils on roll:	**101**						
Total catch-up budget:	**£8080**	**First installment:**	**£2693**	**Second installment:**	**£2693**	**Third installment:**	**£2693**
Date of review:	**April 2021**						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Basic skills catch up in Reception	Good percentage of children to gain a GLD by the end of Reception.	Good percentage of children to gain a GLD by the end of Reception.	£7480	F Aldridge	TA 10hrs per week on reading support. £5480 – until Summer 2021 TA £2000 10x20min sessions
Phonics catch up for year 2 children Use phonics in school assessments to assess the children, reveal the gaps in their knowledge. FA to lead staff and parents in plugging the gaps with the aim that all children pass the phonics assessment test in Autumn	80% of children pass the phonics screening test in December 100% of Y3 children pass the phonics screening test by June	80% of children pass the phonics screening test in December 100% of Y3 children pass the phonics screening test by June		F Aldridge	Targeted groups within Class 2. Phonics streaming will take place again, following all covid restrictions and guidance in

NTP Programme in groups of 1-3 children. The groups will be for pupils in Y1-6 and will focus on a range of the individual pupil needs including: basic number, reading and writing. The children get 15 hours of tutoring each for Summer 2021. 75% is subsidised by the government.	The National Tutoring Programme (NTP) will help boost the learning of those pupils most affected by the impact of missed time in school during the pandemic. The programme gives pupils access to one-to-one, online or small group teaching with specialist tutors.	Over time the proportion of children working at the EXPT standard increases. Gap narrows. Children show improvement in scores. Confidence increases.	£1710	J Nicklin	Beginning Tuesday 4th May.
Reading catch up – Year 2 and Year 3 NFER reading assessment have shown that the majority of children are working well below ARE and rapid catch up is needed. Due to a lack of reading during lockdown, reading fluency is weak and stilted – children struggle to comprehend and apply their phonics knowledge. Split the class into 2 smaller groups based on reading assessment. Use JM plus class teacher EH to implement reading catch-up program based upon the reading that the children have missed Complete baseline of reading speeds in class 2 – NF	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases Reading fluency assessments show that an increased proportion of children read with age related fluency in year 2 and year 3	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases Reading fluency assessments show that an increased proportion of children read with age related fluency in year 2 and year 3	£177.75 2.5hrs TA paid extra for focused time – Class 2 reading intervention until May ½ term. Beginning 30/4/21	K. Cunliffe	Full time teacher at home remotely doing zoom catch up lessons with children (not from catch up funding cost).
Maths catch-up class 2 Math's assessment s demonstrate enormous gaps in the children's basic skills within math's Follow a rigorous 6 week program with a relentless focus upon place value followed	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases	£142 2hrs TA paid extra for focused time – Class 2 reading intervention until May ½ term.		TA focus on Maths following on from feedback from NFER assessment (normal hours)

by the four operations to rapidly improve the children's understanding of number			Beginning 30/4/21		
Reading assessments Year 4 and year 5 Reading assessments show that children have 'slipped' from where they were pre-lockdown. Children who have read regularly have performed best Identify a slot in the day for all children to complete 30 mins on reading plus RAG rate the children and listen to readers to ensure that fluency develops	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases	Reading plus is purchased from Curriculum pot at £2,250		Reading plus is being done in school x3 for 20/30mins each per week
Total spend:			**£11,760**		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Targeted program me of support for identified children in Y6 who are at risk of not meeting ARE	To ensure that children in Y6 have the greatest chance possible of meeting ARE by the end of Y6	2/4 children meeting ARE by end of Y6 from the group	(see comments above)	K Cunliffe	

Class 3 to be split into Y4 and Y5 for Maths.	to ensure that the Y5 class can become Y6 ready by the end of summer	Level of the EXP+ pupils to rise by the end of the year to show good progress.		K Cunliffe – Year 5 M Byrne – Year 4	
Total spend:			**£**		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Complete a remote learning policy and set of protocols which will enable work and lessons to be delivered remotely in the case of a lockdown. Train staff on the use of screen sharing and see-saw Share policy and protocols with parents and governors Have a plan ready for the event of a bubble closure in school/isolating pupil in school	**Continuity of education** for all children throughout the pandemic	**All children, throughout the year has access to good quality remote learning and make good progress in spite of disruption**	**£1500**	**S Lawman**	**Cost of setting up and training staff with Microsoft teams is currently £1500**
Total spend:			**£1500**		

Summary report

What is the overall impact of spending?

Review Spring term 2020 – see reviewed changes above.
How will changes be communicated to parents and stakeholders?
Full Governors meeting/committee meetings
Final comments

Final spend:	