

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](#). 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 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.

Useful links

[Gov guidance Catch up premium](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

The EEF advises the following:

Teaching and whole school strategies

Supporting great teaching

Pupil assessment and feedback

Transition support

Targeted approaches

One to one and small group tuition

Intervention programmes

Extended school time

Wider strategies

Supporting parent and carers

Access to technology

Summer support

Section 1: Contextual information

School	Threemilestone School	Total pupil number	422	Total catch up funding	£33,760
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
A	To ensure that least 75% of Year 1 children pass the phonics test (national average) (45/60)	19/60 of children are not confident on Phase 3 and 4 phonics when assessed in Sept 2020		£7377	
B	To ensure that at least 70% children in Year 2 achieve ARE in reading in end of KS1 SATS (42/60 children)	<p><u>Phonics</u> 10/60 working at Phase 2 17/60 working at Phase 3&4 33/60 working at Phase 5</p> <p><u>Reading</u> 14 children in Year 2 are working towards in reading 9 children are 'pivotal' Currently 62% of children on track for achieving ARE in reading in KS1 SATS This cohort had ELG in reading</p>		£3012	
C	To support children in EYFS transition effectively into school	32%(19 children) have not attended a pre school setting since March 2020 only 17% (10 children) are Autumn borns In the baseline assessments, the number of children still working at 30-50 months: Personal, Social and Emotional development - 34 children out of 60 Communication and Language 28/60 Physical development 22/60		£4669	
D	To ensure that children in Y3 and 4 are able to write in correctly punctuated simple, compound and complex sentences	27% of children in year 3 and 17% of children in year 4 are unable to write consistently in correctly punctuated simple sentences.		£660	
E	To ensure that children in KS2 have a secure understanding and recall of Y2 number facts (number bonds up to 20, doubling, halving, number bonds to 100 multiples of 10)	Screening in Y2 numbers facts Y3: 23% (14 children) working on Y1 facts Y4: 22% (13 children) working on Y1 facts Y5: 15% (9 children) working on Y1 facts Y6: 15% (9 children) working on Y1 facts		£2150	
F	To ensure that children have a secure understanding of relationships and positive mental and physical health	Friendship groups have changed significantly over Lock down, as has the shift to online friendships. Family situations have presented their own challenges, social media and gaming has impacted on mental health of Year 4/5/6 children and year 5 children in particular have returned to school gaining weight		£4406.80	
				Total spent	£26943.80
				Total remaining	£6816.20

Section 2: Detailed planning, review and evaluation

Priority A	To ensure that least 75% of Year 1 children pass the phonics test (national average) (45/60)				TOTAL COST	£7377	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 18.12.20	Progress Review 2 Date: 12.2.21	Final evaluation (against success criteria) Date: 1.4.21
<p>55/60 of year 1 children are secure on Phase 3 and 4 phonics by Easter</p> <p>45/60 of year 1 children pass the phonics test in May</p>	<p>2 TAs for 2 hours a day x 22 weeks (start week beginning 5.10.20 to 1.4.21)</p> <p>Release of teachers to complete phonics assessments covered by HLTAs in afternoons (1 afternoons a week in both classes for 22 weeks)</p> <p>Additional support during phonics to pick up misconceptions immediately.</p>	<p>EEF - Teaching and whole school strategies (Pupil assessment and feedback)</p> <p>EEF - Targeted approaches (One to one and small group tuition & Intervention programmes)</p>	<p>Phonics leader monitoring (release from class) 2 hours of HLTAs a week x 10</p>	<p>TA support - mornings £9.14 x 2 x 5 x 22 x 2 = £4021.60</p> <p>TA support - afternoons 9.14 x 2 x 5 x 22 = £2010.80</p> <p>HLTA to cover in class £12.45 x 2 x 2 x 22 = £1095.60</p> <p>HLTA to cover Phonics leader for monitoring £12.45 x 10 x 2 = £249</p>			

Priority B	To ensure that at least 70% children in Year 2 achieve ARE in reading in end of KS1 SATS (42/60 children)				TOTAL COST	<u>£3012</u>	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 2nd November	Progress Review 2 Date: 16th November	Final evaluation (against success criteria) Date: 30th November
At least 70% of Y2 children pass the phonics screening in November 2020 <i>(Further planning for January 2021 - At least 70% of Y2 children reach ARE in KS1 SATS reading)</i>	Teachers to do screening of all year 2 children 1 TA for 2 hours a day x 10 weeks (start week beginning 14.9.20 to 27.11.20 (10 weeks) 2 HLTA 2 afternoons a week to cover class for class teacher to do interventions x 10 weeks 10 days of additional teacher to support in the phonics assessment process	EEF - Teaching and whole school strategies (Pupil assessment and feedback) EEF - Targeted approaches (One to one and small group tuition & Intervention programmes)	Sue Brown monitoring phonics across KS1	Cost already absorbed in budget - maternity teacher out of class. $£9.14 \times 2 \times 5 \times 10 =$ <u>£914</u> $£12.45 \times 2 \times 10 \times 2 =$ <u>£498</u> <u>10 x £160 = £1600</u>			

Priority C	To support children in EYFS transition effectively into school				TOTAL COST	£4669	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 2nd November	Progress Review 2 Date: 23rd November	Final evaluation (against success criteria) Date: 18th December
<p>75% will meet 40-60w months in PSED, C&L and PD by Easter</p> <p>75% will meet ELG in PSED, C&L and PD by Summer 2021</p>	<p>Employ an additional TA for 2 days a week in both classes - 5 hours a day until 1.4.21 (22 weeks)</p> <p>8 days of HLTA cover for baseline assessments (6.5 hours a day)</p>	<p>EEF - Teaching and whole school strategies (Transition support)</p> <p>EEF - Teaching and whole school strategies (Pupil assessment and feedback)</p>	<p>SLT through deep dives and lesson observations</p>	<p>£9.14 x 5 x 2 x 22 = <u>£4021.60</u></p> <p>£12.45 x 6.5 x 8 = <u>£647.40</u></p>			

Priority D	To ensure that children in Y3 and 4 are able to write in correctly punctuated simple, compound and complex sentences				TOTAL COST	£660	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> <i>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 (against success criteria) Date:
All children can write in correctly punctuated sentences, with children of middle / higher proper attainment using compound and complex sentences	<p>Jumpstart Literacy and Jumpstart Grammar games for Years 3 and 4 - English leader to signpost good activities to support learning</p> <p>Handwriting for fluency and stamina being part of English learning</p> <p>TA training (16.10.20) Dyslexia - SENDCo</p> <p>TA training (13.11.20) Writing and handwriting - Headteacher</p> <p>3 days for English leader to look at books - Supply costs</p>	EEF - Teaching and whole school strategies (Supporting great teaching)		<u>£180</u> £160 x 3 = <u>£480</u>			

Priority E	To ensure that children in KS2 have a secure understanding and recall of Y2 number facts (number bonds up to 20, doubling, halving, number bonds to 100 multiples of 10)				TOTAL COST	£2150	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:
<p>Only children with identified difficulties and are on the Record of Need are confident with these facts.</p> <p>Children on the Record of need are making progress in these areas</p>	<p>TA training to support intervention following screening (2/10/20) - Maths leader</p> <p>Maths leader to produce and source resources to support intervention</p> <p>Breaking barriers - numicon intervention bought to support interventions.</p> <p>Release for teacher led interventions.</p> <p>Progress meetings used to identify target pupils.</p> <p>Numbots used in KS1 to support learning of number facts in school and at home.</p>	<p>EEF - Teaching and whole school strategies (Supporting great teaching)</p> <p>EEF - Targeted approaches (One to one and small group tuition & Intervention programmes)</p>		<p>2 days for maths leader to work on resources to support number bonds & training - 2 x £160 = £320</p> <p>10 days supply to support teachers £160 x 10 = £1600</p> <p>Numicon - breaking Barriers £230</p>			

Priority F	To ensure that children have a secure understanding of relationships and positive mental and physical health				TOTAL COST	£4406.80	
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:
Children have a good understanding of how to stay safe online	<p>Steve Shepherd workshops Online Safety (CEOP) highlighting safeguarding concerns from increasing time online.</p> <p>STEM team - fortnightly blogs on website to be shared with children and parents</p> <p>Google classroom explicit teaching of purpose and use of technology for KS2, guidance for parents also.</p> <p>'Lifewise' covering Online safety</p>	<p>EEF - Wider strategies (Supporting parent and carers & Access to technology)</p>	<p>Headteacher attending sessions; feedback from children and parents</p>	<p>£500</p>			
Children are able to play safely at play and lunch Teachers have increased communication with Parents/carers	<p>Staggered start at end and start of day where teachers are accessible to parents / carers</p> <p>Additional support staff on duty outside belonging to the year group bubble, as well as increased space accessible to children due to staggering time outside. 4 year groups need additional staff until</p>	<p>EEF - Wider strategies (Supporting parent and carers)</p>	<p>Headteacher, feedback from families and staff</p>	<p>£8.96 x 3.75 x 4 x 22 £2956.80</p>			

	Easter (22 weeks) - 45 mins over lunchtimes						
Children have a good awareness of positive mental health	<p>Lifewise - programme supporting RSE across the school</p> <p>Trauma Informed School continued awareness and training</p> <p>Assemblies to promote mental health and resilience</p>	<p>EEF - Wider strategies</p> <p>Teaching and whole school strategies <i>(Supporting great teaching)</i></p>	Wellbeing Team (& Governors) monitor effectiveness of Lifewise	£700 per year for 3 years			
Involvement in external sporting, PE	Cornish Pirates - 6 week coaching session	<p>Teaching and whole school strategies <i>(Supporting great teaching)</i></p>	Y5 team	£250			