



## **Catch Covid 19 Catch-Up Premium and Curriculum Expectations 2020/2021**

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.

For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Schools should set out how they will allocate the additional funding to support curriculum recovery to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

### **EEF Guidance**

The EEF guidance suggests a 3-tiered approach:

#### **1. Teaching**

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

## 2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

## 3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

<b>School</b>	Lanesend Primary School		
<b>NOR</b>	436	<b>Allocated Catch-up funding</b>	£20,400 Autumn and Spring term plus Summer term tbc
<b>Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)</b>			
1. Skills regression			
2. Children's mental health and wellbeing			
3. AEN – successful working relationships with professional to ensure historic recommendations are appropriate			
4. Maths			
5. Access to technology			
<b>1. Skills regression</b>			
<b>Action/Strategy</b>	<b>Desired Impact</b>		<b>Cost</b>
Baseline assessment of all children in September to identify gaps in learning and skills	Gaps in children's learning and skills are minimised. This is in comparison for where they are personally and in the year group as a whole e.g. due to lack of engagement in work set during lock down some children have not only missed 6 months of school, but		Teachers and TAs
Teachers analyse assessments to see where whole class gaps or individual gaps are.			Teachers
Use of gaps analysis software and data analysis to look for trends in pupil groups as well as topics etc that need			AHT time

reinforcing	have not made any progress since Feb 2020. December assessments show appropriate progress for all children and rapid progress towards 'average' for those children who had more gaps to fill.	
Teachers plan based on gaps in knowledge, skills and essential learning		TA time to support interventions.
Small group interventions for overlearning/pre-teaching as directed by the Year lead		Teachers and AEN team
Further assessment in December to check progress and repeated in April		Teachers and TAs
Employ 2 x TAs from March 2021 to provide individual support and group support to those identified. Yr 1 & 2 and Yr 4 & 5. Three weekly cycle of 1:1 and small group targeted work		£2209 per month from March to August
Supply teacher for one morning per week to support Year 6 identified children		£2000

<b>2. Children's mental health and wellbeing</b>		
<b>Action/Strategy</b>	<b>Desired Impact</b>	<b>Cost</b>
Begin the term with community build to reintegrate and rebuild relationships	Children are happy and confident. They can express any concerns appropriately and have strategies to tackle sadness, disappointment etc. This means they can focus on learning as appropriate.	TA time to run 'emotions' groups
Extra PHSE allowing children to discuss their feelings		
Trick Box use via weekly trick. This will be covered in assembly as well as being reinforced in class.	Engage with parents to support them supporting children with mental health through positive reinforcement	
<b>3. AEN – are recommendations still appropriate</b>		
<b>Action/Strategy</b>	<b>Desired Impact</b>	<b>Cost</b>
Teachers and SENCO liaise with outside agencies to ensure recommendations are still up to date and appropriate	SEN children are not disproportionately affected by not being in school and individual interventions are	SENCO and AEN Team time

Ensure SEN interventions are timetabled and coverage is sufficient to ensure a prompt start so that children lose no more time accessing the learning	still appropriate. Children make accelerated progress towards their February 2020 targets (and beyond).	SENCO time TA time increased to support EHCP and other SEN targets
4. Maths		
<b>Action/Strategy</b>	<b>Desired Impact</b>	<b>Cost</b>
Maths training for all staff including support staff	Maths identified as an area where skills have regressed. Plans are put in place to lift these skills back to age appropriate levels. Family support to help families feel more confident with their own skills to help their children at home with home learning	One day training £1350
2 x LSAs to work KS1 and KS2 with identified children with gaps in maths knowledge as identified via formal and informal assessments. 1 online teacher for 2 months working with Year 5 home learners.		£2209 per month Online teacher £1687.50
Maths Newsletter published monthly to signpost families to fun maths games and websites as well as improving knowledge		Maths Lead and Admin time
Family support survey to gauge perceived view of maths and plan the next steps to continue supporting families		Admin time
Timetable Rock Stars investment for whole school strategy for improving confidence, fluidity and excitement in times tables.		Rock stars £157.68

5. Access to technology		
<b>Action/Strategy</b>	<b>Impact</b>	<b>Cost</b>
To find out which families have access to a working computer, with internet access and WiFi in order for the majority of families to access work online during class	Replies to school questionnaire highlighted a number of families who would need support. School issued 'DfE' laptops, have let DfE know how many more we would need	Office Team, Family Team and Finance Manager

If bubbles are required to isolate to have IT ready for those who need via up to date readily available information.	Ensures learning can continue at home and the children have same access	Finance Manager and admin staff
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**Accountability and monitoring:**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

