



The District CE Primary School

Coronavirus (COVID-19): catch-up funding plan 2020/21

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

Schools should use this funding for 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 and the [school planning guide: 2020 to 2021](#).

The government have committed £80 per pupil catch-up funding. Funding will be determined by the 4 to 15 pupil headcount in the October 2020 census. Funding is paid in 3 tranches – an initial part payment in autumn 2020, a second payment and a third payment in the summer 2021. This document demonstrates how our additional funding is being utilised in an effective way.

School name:	The District CE Primary School
Academic year:	2020/21
Total number of pupils on roll:	356 Pupils (YR-Y6 - 298. 2, 3 & 4 year old provision – 58)
Total catch-up budget:	£25,360
Date of review:	July 2021

Intervention/Action	Rationale/Estimated Impact	Year Group	Start Date	Cost	Monitoring	Success Criteria
Teaching & Learning						
Small group/1:1 tuition delivered by class teacher (class cover qualified teacher – drama/language focus)	Pupils will catch up on gaps in learning in reading, writing, GPS and maths. Moderate impact +4 mths Evidence shows that small group tuition is effective, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.	Y1-Y6	28.9.20	£3,415.50 (Aut) £3,489.75 (Spr) £3,564.00 (Sum)	LS, CR, TS, CC, Governors	Pupil progress evident in improved scaled and standardised scores.
Small group tuition and additional whole class teaching (focus areas) led by DHT/AHT	See above	Y6 in first instance	5.10.20	Nil additional	LS, Governors	As above.
Recruit Academic Tutor (Teach First)	See above	KS1	TBC – Jan 21	£6534 (on costs only)	LS/CR	As above.
Targeted support						
Pastoral team, Lead L3 TAs & class based TAs. (Targeted support/intervention for pupils with specific behavioural issues) • Bespoke intervention packs delivered by TAs	Pupils will be supported with their emotional health and wellbeing which will help them to reestablish relationships with their peers and school based staff, develop positive learning behaviours, improve learning stamina and remove barriers to attendance in school.	Specific pupils in all year groups	3.9.20	Nil additional	LS, CR, CC, SS, Governors	Reduction in behaviour incidents. Pupils access mainstream curriculum.

<ul style="list-style-type: none"> • ELSA • Nurture Group • EYs well-being group • Circle of friends group • Alternative curriculum • Increased level of 1:1 TA support 	<p>Moderate impact +3mths Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>					
<p>Targeted attendance support (Safeguarding Lead and Pastoral Manager)</p> <ul style="list-style-type: none"> • Weekly attendance meetings with HT to review and analyse attendance data • Attendance protocol implemented <p>-Weekly flags to class teachers to liaise with parents -Attendance meetings and plans implemented. 6 weekly review -EHAT assessment</p>	Through regular school attendance pupils will access the curriculum, and benefit from the catch-up strategies.	All years	2.9.20	Nil additional	LS, Governors	School overall attendance is 95%+ Individual pupil attendance improves.
<p>NELI – Nuffield Early Language Intervention</p>	<p>Children in Reception will make strong progress in their language development and achieve ARE in C&L.</p> <p>Moderate impact +4mths (30 week prog) +2mths (20 week prog) Language early intervention programmes are designed to improve listening, narrative and vocabulary skills.</p>	Reception	TBC (Aut 2)	Funded by DfE	KH	Assessment records demonstrate improvements in vocab/listening/attention from baseline assessment.
Wider strategies						
<p>Digital Technology</p> <ul style="list-style-type: none"> • 60 additional iPads • Century Tech • Reading Plus (extended) • Spelling Frame <p>IDL Literacy & Numeracy</p>	<p>Pupils will have improved access to online programmes to support learning gaps in school and at home.</p> <p>Moderate impact +4mths Use of computer and technology assisted strategies to support learning within school.</p>	<p>Y5 & 6</p> <p>KS2</p> <p>KS2</p> <p>All</p>	<p>7.9.20</p> <p>17.9.20</p> <p>14.9.20</p> <p>28.9.20</p> <p>12.10.20</p>	<p>£4,267.50 Year 1 (£17,070 in total)</p> <p>£2,106</p> <p>£1,571</p> <p>£300</p> <p>£698</p>	<p>Leadership Team</p>	<p>Programme reports demonstrate impact on pupil attainment and progress.</p>

		KS1 plus specific pupils				
Devices for remote learning (Samsung tablets)	Moderate impact +4mths Use of computer and technology assisted strategies to support learning at home.	All pupils as required	2.11.20	£1,200	LS, CR, TS, Governors	Pupils successfully access remote learning. Work is shared with class teachers.
			Total	£20,611.75 £6534 (A.Tutor) £27,145.75		

Summary report

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments

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Final spend:	£
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