

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 into 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](#)
- [The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](#)
- [EEF support guide](#)
- [EEF Teaching and Learning Toolkit](#)
- [EEF Assessing and monitoring pupil progress](#)
- [EEF Remote Learning Evidence Review](#)

Section 1: Contextual information

School	St Meriadoc CofE Junior Academy	Total pupil number	231	Total catch up funding	£ 17, 840
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
A	To ensure all pupils are supported and their individual needs are catered for in order for them to access the curriculum and their learning.		Most pupils have had an extended period out of school and routine. Pupils have received varying levels of support from home during lockdown and there have been varying degrees of engagement. Some pupils have struggled with the return to daily school life, including routines, timings, ability to sustain a full day of learning as well academic issues and behaviour for learning barriers.		

B	To continue to improve the provision of reading to ensure all pupils make strong progress from their starting points and meet or exceed national expectations in reading.	Oct 2020 - 76% of pupils are working at EXS or above. (Star reader test) July 2019 – 82% of pupils were working at EXS or above.
C	To continue to further improve levels of attainment and rates of progress in writing to meet or exceed national expectations in writing.	Oct 2020 - 56% of pupils are working at EXS or above. (TA to current year group standard) July 2019 – 80% of pupils were working at EXS or above.
D	To continue to raise standards in Mathematics so that attainment and progress levels meet or exceed the national averages for ARE or GD.	Oct 2020 - 77% of pupils are working at EXS or above. (NFER test Summer term year below) July 2019 – 85% of pupils were working at EXS or above.

Section 2: Detailed planning, review and evaluation

Priority A	To ensure all pupils are supported and their individual needs are catered for in order for them to access the curriculum and their learning.				TOTAL COST	£906	
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:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:
Pupils are supported back into school and pupils' mental health and wellbeing is prioritised in order to ensure they are in a position to access the	All school staff involved in day to day work with pupils to ensure individual wellbeing/ SEND/ sensory/ academic needs are being met. Tailored cirrciulums. Utilise referral to TIS practitioner if necessary.	EEF Recommended strategy: Teaching and whole-school strategies – Transition support EEF Recommended strategy: Targeted support - One to one and	Monitoring of impact and progress by BA, SBr and TN Feedback from class teachers/ TAs and 1:1 TAs Class teachers/ TAs 1:1 TAs Head and TIS practitioner SENDCo Monitor individuals and the impact TIS/ sensory breaks/ individualised	£906			

curriculum/ their learning.	Liaise with SENDCo for support.	small group tuition; intervention programmes	curriculum approach is having on progress			
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Priority B	To continue to improve the provision of reading to ensure all pupils make strong progress from their starting points and meet or exceed national expectations in reading.						TOTAL COST	£5,567
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:	Progress Review 2 Date:	Final evaluation (against success criteria Date:	
Pupils who did not complete their RWInc program at SMI are confident with their phonics and can confidently decode	Year 3 TA to carry out daily phonics group intervention Nessy program used to support identified Year 3 group Reading lead to deliver RWInc update	EEF Targeted support EEF Supporting great teaching	Pupil progress meetings Tracking reading data	£200 + overtime training costs £200				
Year 6 pupils who showed little engagement through lockdown 1, provided with support to improve levels of comprehension	Guided Reading for targeted group, including low engagement pupils	Research shows (EEF- small group intervention) that when a child is not in school for a long period (more than 3 months) this has a more significant impact on their literacy skills.	Catch up lead tracking progress Feedback from teachers Pupil progress meetings with Head	£500				
Pupils identified to have made	Class teacher identifies gaps, sets	EEF Supporting great teaching	Head to assess pupil progress –	£4,667				

slow progress supported by class teacher in small group interventions to ensure accelerated progress is made to catch up	targets and implements tailored catch up intervention led by class teacher – employed member of staff to cover class teacher	EEF Targeted support EEF small group intervention	tracking and meetings				
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Priority C	To continue to further improve levels of attainment and rates of progress in writing to meet or exceed national expectations in writing.						TOTAL COST	£5.167
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:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:	
Year 6 pupils who showed little engagement through lockdown 1, provided with small group intervention to support their learning in class	Mixed ability group intervention led by experienced teacher, supporting learning from class	Research shows (EEF- small group intervention) that when a child is not in school for a long period (more than 3 months) this has a more significant impact on their literacy skills.	Catch up lead tracking progress Feedback from teachers Pupil progress meetings with Head	£500				
Pupils identified to have made slow progress supported by class teacher in small group	Class teacher identifies gaps, sets targets and implements tailored catch up intervention led by class teacher – employed member	EEF Supporting great teaching EEF Targeted support EEF small group intervention	Head to assess pupil progress – tracking and meetings	£4,667				

interventions to ensure accelerated progress is made to catch up	of staff to cover class teacher						
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Priority D					To continue to raise standards in Mathematics so that attainment and progress levels meet or exceed the national averages for ARE or GD.			TOTAL COST	£6,201
INTENT	IMPLEMENTATION				IMPACT				
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice e.g <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 <i>(against success criteria)</i> Date:		
Teachers confidently identify which areas of pupils' progress has been most affected and where the gaps are in learning.	NFER tests used to identify gaps in learning and assess current levels of attainment	<i>EEF Supporting great teaching</i> <i>EEF Targeted support</i>	Teachers to ensure tests and assessments are administered fairly All data (MAT wide) analysed by computing lead	£1,034. for tests					
Year 6 pupils who showed little engagement through lockdown 1 provided with support to improve key skills – calculation	Targeted Maths group - afternoon intervention	Children with significant gaps in their learning- possibly linked to poor engagement during lockdown. Intervention focused on key skills	Catch up lead tracking progress Feedback from teachers Pupil progress meetings with Head	£500					

and arithmetic/ times tables							
Pupils identified to have made slow progress supported by class teacher in small group interventions to ensure accelerated progress is made to catch up	Class teacher identifies gaps, sets targets and implements tailored catch up intervention led by class teacher – employed member of staff to cover class teacher	<i>EEF Supporting great teaching EEF Targeted support EEF small group intervention</i>	Head to assess pupil progress – tracking and meetings	£4,667			