



# Deepdale Community Primary School



## Covid Catch-Up Plans

### **What catch-up funding is for**

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
- a schools programme for 5 to 16-year-olds
- an oral language intervention programme for reception-aged children

### **Eligibility and Funding allocations** - All Primary Schools eligible for funding

- School allocations will be calculated on a per pupil basis.
- Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

### **Payment schedule**

Schools will get funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

### **How funding allocations are calculated**

For mainstream schools, the DFE will use the 4 to 15 pupil headcount from the October 2020 census. Similar to the [pupil premium](#), schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools' baselines in calculating future years' funding allocations.

### **Using catch-up funding**

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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice

### **Accountability: school leaders and governors**

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors should scrutinise schools' approaches to catch-up from September 2020, 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.

### **Deepdale Community Primary Covid Catch-Up Plans**

Deepdale Community Primary School has used the guidance from the Education Endowment Foundation (EEF) to support the school's Covid – Catch Plans for the Autumn and Spring/Summer Terms

#### **Intervention Programs and resources**

As recommended by the EEF, Deepdale Community Primary School is using a range of Intervention programs, strategies and additional resources in order to support pupils who have fallen behind as a result of the Covid-19 disruption. The intervention programs are structured and are focused on the core areas of Oracy, phonics, reading, writing and maths. Regular sessions are maintained over a sustained period and are carefully timetabled to enable consistent delivery.

#### **High-quality Remote Learning**

The EEF advise: "...though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning."

At Deepdale we have a highly structured, well planned and well sequenced Remote Education Learning plan that is aligned to the school curriculum, aims to minimise the disruption to pupils' education and the delivery of the curriculum as well as to ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos

#### **Improving Pupils' access to technology**

The EEF advise: "Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.

At Deepdale, if a child needs to access Remote Education as a result of any COVID disruption and does not have access to a computer/laptop and/or the internet, the school will do all it can to support children by providing paper packs of learning and workbooks as well as Ipads. Additional Ipads for use at home and school and subscription to online resources have been purchased to provide support in this area.

#### **Targeted academic support**

The EEF advise that: "Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year.

At Deepdale, in addition to carefully utilizing our class based teaching assistants to deliver structured, targeted interventions, we have used the Covid Catch grant to employ additional Teaching assistants to provide targeted academic support across the school.

#### **Tutoring**

There is a large body of evidence showing us the impact that tutoring can have on pupils who are falling behind. Evidence from the EEF has shown that regular tutoring can be effective, delivering up to five months' additional progress on average. EAL tutoring sessions will focus on broadening children and young people's vocabulary and language structures as research on EAL interventions provides evidence that this is the area that provides most benefit for EAL students.

Deepdale is looking into the utilizing the services of the Ethnic Minority Gypsy Roma Traveller Achievement Service as a National Tutoring Programme Tuition Partner to provide EAL tuition to our New to English children.

### **Attendance, Behaviour, Social and Emotional support**

The EEF advise: "Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community. Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioral needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation have continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils. Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school. Additionally, 'Burst bubbles' and intermittent attendance is likely to be harder for schools to manage"

Deepdale recognises the importance for caring for pupils emotional and mental wellbeing and the central part that this plays in them feeling safe and secure. Our ethos supports provision for vulnerable groups. The Pastoral team support these small groups of children who experience barriers to learning which can range from low self-esteem, lack of confidence in ability, prevention of bullying, poor attendance, poor behaviour and poor attitudes to learning. Frequent meetings between key agencies, class teachers, learning mentors, parents and pupils take place. Intensive support is provided to these pupils through role play, early intervention and small group work so that their confidence is raised which helps them feel safe and secure in the school environment. Strategies are also implemented to support some pupils in becoming more aware as to how they can handle own feelings/emotions, behaviours and how this impacts others. Our Pastoral team continue to work with families on attendance issues, particularly who have been anxious about returning their children to school during the pandemic as a result of the high levels of illness and bereavement in families in the local community.