

COVID-19 catch-up premium report 2020 – 2021

The Expectations

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 11.

Payments

This funding will be provided in 3 tranches. Schools will be provided with an initial part payment in autumn 2020, based on the latest available data on pupils. A second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used for calculation purposes. The second grant 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. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and to support schools to enable them to do so. Whilst Head teachers 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.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

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

COVID-19 catch-up premium spending: summary for Hodge Hill Primary School

SUMMARY INFORMATION			
Total number of pupils:	754	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£60 320		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.
B	Gaps in knowledge of the curriculum that have appeared between March and July 2020.
C	The loss of daily systematic teaching of phonics and early reading will impact negatively upon our youngest pupils and those who have not completed the synthetic programme.
D	Understanding and consolidating effective teaching and learning strategies within the 'new normal' way of teaching after a term of interruption.
External barriers:	
E	Remote learning is evolving but has specific barriers identified. This can be developed further during this academic year to improve access to learning for all pupils while working remotely.

Planned expenditure for current academic year

Quality of teaching for all				
Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Purchase of visualisers for all classes to support teacher modelling and instruction.	<p>Teaching is consistently good in all subject areas and as a result of this pupils make at least expected progress from their starting points.</p> <p>Differences between outcomes for known vulnerable groups in school will diminish when compared with outcomes for non-vulnerable pupils nationally</p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</p> <p>(EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020)</p> <p>School's Ofsted Report 2019 indicates that quality of education is requiring improvement .School self-evaluation and monitoring indicates that teacher instruction, modelling and assessment are the key aspects of teaching that must improve to secure good outcomes for all groups of pupils. Visualisers will support teachers in improving responsive teaching strategies and taking appropriate next steps to support improving pupil outcomes.</p>	CR	<p>Termly as part of Pupil Progress meetings</p> <p>Ongoing as part of structured school self-evaluation monitoring.</p> <p>Pupil and staff voice captures.</p>

Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
<p>CPD focusing upon teacher instruction and modelling and using assessment to improve teaching and outcomes.</p>	<p>Teaching is consistently good in all subject areas and as a result of this pupils make at least expected progress from their starting points.</p> <p>Differences between outcomes for known vulnerable groups in school will diminish when compared with outcomes for non-vulnerable pupils nationally</p>	<p>School's Ofsted Report 2019 indicates that quality of education is requiring improvement .School self-evaluation and monitoring indicates that teacher instruction, modelling and assessment are the key aspects of teaching that must improve to secure good outcomes for all groups of pupils. Visualisers will support teachers in improving responsive teaching strategies and taking appropriate next steps to support improving pupil outcomes.</p>	<p>CL £1 000</p>	<p>Ongoing as part of structured school self-evaluation monitoring.</p> <p>Half termly professional discussions.</p> <p>Staff voice</p>
<p>CPD provided for staff on the effective use of the new online learning platform(J2E) and of Microsoft TEAMS.</p> <p>Pupils are trained in its use after this initial staff training in January.</p> <p>Parents/carers are made aware of the platform and how it can support and extend remote learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of February.</p>	<p>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.</p> <p>(EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020)</p>	<p>CL</p>	<p>February 2021 and at appointed times in line with School Improvement plan.</p>

Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
<p>Purchase PIRA / PUMA standardized assessments for all pupils in Years 1-6 – September baseline to provide focus of catch-up</p>	<p>Pupils accurately identified who need access to catch up support. The appropriate intervention is delivered, impact monitored and further action implemented. Progress is accelerated term by term ensuring pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Majority of children to be at, or above age related expectations by end of Summer term 2021.</p> <p>Differences between outcomes for known vulnerable groups in school will diminish when compared with outcomes for non-vulnerable pupils nationally</p>	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess learning needs is likely to make it easier for teachers and other school staff to provide effective support. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020)</p>	<p>CR £2 000</p>	<p>October 2020</p> <p>Termly as part of pupil progress meetings</p>
<p>Total budgeted cost:</p>				<p>£3 000</p>

Targeted support				
Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Catch-up tuition programme (6 week blocks) delivered by qualified teachers for pupils in years 2-6	Targeted pupils to meet at least end of year individual target in Reading, Writing and Maths based upon their previous milestone.	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>(EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020)</p> <p>EEF Teaching Toolkit – Moderate impact for high cost (4 months extra progress in 12 months)</p>	CR £14 000	Half termly for quality of provision and termly as part of pupil progress meetings
Lowest 20% of pupils assessed in Phonics in Year 1, Year 2 and Year 3 to receive 1-1 targeted teaching and targeted pupils in Years 4-6	<p>Focused teaching by trained staff to close the attainment gap and ensure pupils make accelerated progress from their starting points.</p> <p>Clear progression tracking in place for all pupils against their starting points.</p> <p>Responsive intervention linked to pupil outcomes.</p>	<p>School attainment data in Phonics is below national average before Covid – English Hub advise that key group of pupils to target for accelerated progress is bottom 20% of each year group in reception to Year 3</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>(EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020)</p> <p>1-1 tuition = EEF Teaching Toolkit – Moderate impact for high cost (5 months extra progress in 12 months)</p> <p>Phonics = EEF Teaching Toolkit – Moderate impact for very low cost (6 months extra progress in 12 months)</p>	CR £20 000	Half termly for quality of provision and termly as part of pupil progress meetings

Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
1-1 tuition in Maths through Third Space learning for pupils in years 3-6	Targeted pupils to meet end of year individual target in Maths.	<p>School data highlights disadvantaged pupils and MPA in Maths as key groups of pupils – these pupils will be targeted through this tuition.</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>(EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020)</p> <p>EEF Teaching Toolkit – Moderate impact for high cost (5 months extra progress in 12 months)</p>	£8 000	Half termly for quality of provision and termly as part of pupil progress meetings
1-1 tuition in fluency skills in Maths in Reception, Year 1 and Year 2	Targeted pupils to meet end of year individual target in Maths and pupils to make strong progress across the year on monthly fluency assessments	<p>The NCETM highlights the importance of early fluency acquisition in addition and subtraction and how this is linked to future performance in KS2 and beyond.</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>(EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020)</p> <p>EEF Teaching Toolkit – Moderate impact for high cost (5 months extra progress in 12 months)</p>	£4 000	Half termly for quality of provision and termly as part of pupil progress meetings

Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
SALT interventions for pupils in Reception to Year 3	Focused teaching by trained staff to close the speech and language gap. - Children make accelerated progress from their starting points.	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be needed. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. (EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020) EEF Teaching Toolkit – Moderate impact for low cost (5 months extra progress in 12 months)	£4 000	Half termly for quality of provision and termly as part of pupil progress meetings
Total budgeted cost:				£50 000
Other approaches				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
All pupils from Reception to year 6 to have a consistent homework strategy in Reading, writing, Maths and Science	Home learning (homework) and communication with parents is enhanced and this is evidenced through teacher tracking of homework and pupil/parent survey (Jan 21 and July 21) Homework supports pupils' retention of knowledge and supports pupils' committing this knowledge to long term memory.	Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. (EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS, June 2020) Parental engagement = EEF Teaching Toolkit – Moderate impact for moderate cost (3 months extra progress in 12 months)	CL £7 000	Jan 21 July 21
Total budgeted cost:				£7 000