



Coronavirus (COVID-19): Catch-up Funding Plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's ['School Planning Guide 2020-21'](#), may help schools to develop their plans for the premium. For more details, please refer to our [QA](#) regarding the catch-up premium.

This template plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for schools, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Please note that the ESFA has published its [provisional allocations](#) for the catch-up premium for the 2020/2021 academic year.

COVID Catch-up plan

School name:	Shenstone Lodge School						
Academic year:	2020/21						
Total number of pupils on roll:	95 planned places (41 TBL 54 SLS)						
Total catch-up budget (Est) :	£240/student	TBL	£9840		SLS	£12960	
	TOTAL	£22800					
Date of review:	19.11.20						

Teaching and whole-school strategies

[To complete this section, outline which actions you wish to implement to support teaching and whole-school concerns, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Cost	Staff lead	Comments
Purchase of Chromebooks	<p>Increase remote learning opportunities for students who are absent</p> <p>Make the workflow for absent pupils easier for teachers to manage</p> <p>Give access to technology to students who do not have it at home</p>	£ 3000	SHo	The acquisition of Chromebooks is difficult at present as many stockists have sold out and some from local shops are older models and close to end of life. We will review the situation in the new year and potentially look at an alternative hardware solution

Action	Intended outcome	Cost	Staff lead	Comments
Purchase of play equipment in grounds of SLS	<p>To increase levels of outside physical activity</p> <p>To promote opportunities for structured and unstructured imaginative play</p> <p>To student well-being</p> <p>To improve student development of social skills</p>	£ 5000	SHu	<p>Three quotes have been asked for and received, now going through the evaluation process to establish preferred/ best value supplier.</p> <p>Visit to another school arranged to see some equipment put in by the company 'leading' the process at present</p>
Purchase of reading books for all students	<p>Increase love of reading if students can choose their own books.</p> <p>Giving a book to a child will increase self esteem</p> <p>Encouraging students to read at home might get them away from their screens.</p>	£ 300	KF	<p>An email has been sent out to get class staff to give her a list of appropriate books to purchase.</p> <p>Hopefully an order can go in before Christmas.</p> <p>Waterstones are able to do us a discount, but we need to set up an account with them.</p>
Purchase of Chromebooks	<p>Increase remote learning opportunities for students who are absent</p> <p>Make the workflow for absent pupils easier for teachers to manage</p> <p>Give access to technology to students who do not have it at home</p>	£ 2100	CHu	<p>The acquisition of Chromebooks is difficult at present as many stockists have sold out and some from local shops are older models and close to end of life</p> <p>We will review the situation in the new year and potentially look at an alternative hardware solution</p>

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Cost	Staff lead	Comments
To offer additional music provision (drumming) lessons at TBL through SPR 1	To support students access to broader curriculum Promote engagement and raise self esteem	£1890	CHu	Additional sessions offered weekly, doubling the numbers of students who can access
To provide additional therapeutic support	To support students with the highest levels of need at present	£ 4000	IM/AH	Data driven interventions targeted at specific individuals with a specific focus.
To offer additional mentoring support	To increase overall levels of support for core student group Promote engagement and raise self esteem	£125 x 6 = £750	CHu	Interventions tracker used to identify students and also Motional targets used where possible to inform focus
To offer additional therapeutic provision	To support students with the highest levels of need at present Yvette Roberts	(approx.) £200 x 6 = £1200	SW	Data driven interventions targeted at specific individuals with a specific focus.

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Cost	Staff lead	Comments
Buy in training for use of improved technology	<p>Staff able to use more of the technology than previously</p> <p>Staff feel comfortable with new technological advances.</p> <p>Students have better access to school work whilst not in school</p>	£ 660	NM	This will also form part of her NPQML
Total Estimated Cost : £21240				

Summary report

What is the overall impact of spending?

The impact of the spend should see students accessing school work even when they are off for extended periods of time. The new set up will also be beneficial for exclusions in the long term as work will be instantly available.

Student well-being should increase as they are out playing more, interacting more, using their imagination more.

Staff knowledge increase as they are shown more about using new technologies, software and classroom resources.

Students potentially develop their love of reading using a book of their own choice.

How will changes be communicated to parents and stakeholders?

Long term changes will be communicated via email and phone calls to parents.

Newsletters will also be used to inform stakeholders of changes especially to the woods etc.

Final comments

SLS Final spend: £ 12960