

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.

Catch-up plan

School name:	St Joseph's Catholic Primary School, Chorley						
Academic year:	2020-2021						
Total number of pupils on roll:	205						
Total catch-up budget:	£9400	First installment:	£3960	Second installment:	£2720	Third installment:	£2720
Date of review:	February 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Phonics catch up for year 2 children</p> <p>Use phonics in school assessments to assess the children, reveal the gaps in their knowledge. DH to lead staff and parents in plugging the gaps with the aim that all children pass the phonics assessment test in Autumn</p>	<p>80% of children pass the phonics screening test in December</p> <p>100% of Y3 children pass the phonics screening test by June</p>	<p>80% of children pass the phonics screening test in December</p> <p>100% of Y3 children pass the phonics screening test by June</p>	2 x £620	Danny Hansen	<p>Currently we are extremely restricted with our inability to stream children across bubbles through school.</p> <p>We have employed an external Sports Coach to cover PE temporarily to allow us to utilise our highly experienced KS1 support staff to best meet the needs of the children in school without compromising bubbles</p> <p>This includes:</p> <p>5 x 2 hours 1:1 reading support in KS1</p> <p>10 x 20 minutes SP&L therapy in EYFS</p>
<p>Reading catch up – Year 2 and Year 3</p> <p>Accelerated Reader assessments have shown that the majority of children are working well below ARE and rapid catch up is needed. Due to a lack of reading during lockdown, reading fluency is weak and stilted – children struggle to comprehend and apply their phonics knowledge.</p>	<p>100% of children show improvements in their standardised scores.</p> <p>Over time the proportion of children working at the EXPT standard increases</p> <p>Reading fluency assessments show that an increased proportion of children read with age related fluency in year 2 and year 3</p>	<p>100% of children show improvements in their standardised scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p> <p>Reading fluency assessments show that an increased proportion of children read with age related fluency in year 2 and year 3</p>			

<p>Purchase of Active Learn for KS1 so that pupils have free access to books at their level with reading incentives.</p> <p>AD to listen to all children as they move to next book band with reading awards presented weekly for progression.</p> <p>Split the Y3 class into 2 smaller groups based on reading assessment. Use MH and LC to implement reading catch-up program based upon the reading that the children have missed</p> <p>Complete baseline of reading speeds across KS2 using Accelerated Reader. Profile raised with certificates, prizes and 100 club based on reading quizzes completed.</p>				<p>Additional hours of Phonics and Maths boosting in Year 1 & 2 meaning there are an additional 6.0 hours of small group teaching in Year 1&2</p>
<p>Maths catch-up class 2</p> <p>Maths assessments demonstrate significant gaps in the children's core skills within maths.</p> <p>Follow a rigorous 6 week program with a relentless focus upon place value followed by the four operations to rapidly improve the children's understanding of number</p>	<p>100% of children show improvements in their standardised scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p>	<p>100% of children show improvements in their standardised scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p>		
<p>Reading assessments Year 4 and year 5</p> <p>Reading assessments show that children have 'slipped' from where they were pre-lockdown. Children who have read regularly have performed best.</p> <p>LA pupils access Nessy daily in targeted intervention.</p>	<p>100% of children show improvements in their standardised scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p>	<p>100% of children show improvements in their standardised scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p>		

Identify a slot in the day for all children to complete 30 mins on Accelerated reader					
RAG rate the children and listen to readers daily to ensure that fluency develops					
				Total spend:	£1240

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Targeted program of support for 4 identified children in Y6 who are at risk of not meeting ARE	To ensure that children in Y6 have the greatest chance possible of meeting ARE by the end of Y6	2/4 children meeting ARE by end of Y6 from the group	(see comments above)	K Broomhead	
Targeted support for 4 Syrian refugee children who are at risk of not meeting ARE.	To ensure that children have access to high quality 1:1 and small group intervention in accessing the curriculum in Arabic and English.	4/4 children meeting ARE by end of Key Stage.	6 hours per week Arabic TA support. £220pw 6 hours per week support from EAL team. £216pw	A Douglas	
			Total spend:	£3,488	

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Complete a remote learning policy and set of protocols which will enable work and lessons to be delivered remotely in the case of a lockdown.</p> <p>Staff are trained on the use of screen sharing and see-saw (Staff Meeting 17/09/20)</p> <p>Share policy and protocols with parents and governors (FGB – Nov 20)</p> <p>Have a plan ready for the event of a bubble closure in school/isolating pupil in school</p> <p>Access support with additional devices for</p>	<p>Continuity of education for all children throughout the pandemic</p>	<p>All children, throughout the year have access to good quality remote learning and make good progress in spite of disruption</p>		<p>A Douglas</p>	

<p>home learning and loan agreement for iPads.</p> <p>Replace school laptops to enable live teaching and learning across home and school.</p>			<p>£4680</p>		
<p>Total spend:</p>			<p>£4680</p>		

Summary report

<p>What is the overall impact of spending?</p>
<p>Review Spring term 2020</p>
<p>How will changes be communicated to parents and stakeholders?</p>
<p>Full Governors meeting/committee meetings</p>

Final comments

Final spend: £ 9408