



## 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. The Education Endowment Foundation has released its [‘School Planning Guide 2020-21’](#), which schools can use to develop their plans for the premium.

This 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 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.

Covid-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our young children. We are mindful that many pupils have not been in school regularly since March and this has impacted on their education, emotional wellbeing and readiness to learn. Children received home schooling and the school provided lessons through the home learning online platform (Google Classroom) with paper packs provided where needed and relevant online resources such as White Rose, Spelling Shed and Oak Academy. However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time.

From March 23<sup>rd</sup> to May 31<sup>st</sup> (all of term 5) school was closed as key worker and vulnerable children chose to remain at home. From June 1<sup>st</sup> Reception, Year 1 and Year 6 pupils were invited back and key worker children also returned. As a school we also prioritised years 2 and 5 so reorganised our ‘bubbles’ (with the support of PHE). Towards the end of lockdown we also opened to as many years 3 & 4 as possible. We offered transition afternoons to all pupils who would be moving class (including the new Reception class) so that they could meet their new teacher and reconnect with their peers. They were positive and heart-warming sessions and it was fantastic to see all of the children.

Attendance across the school from 1<sup>st</sup> June to the end of the year was:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
number of pupils	1	8	6	8	11	8	7
Attendance	3%	47%	60%	70%	57%	42.5%%	92.5%

Across the whole school attendance was 60%. On top of that missed in term 5 results in a considerable amount of learning to 'catch up' on across the school. And there will be challenges in supporting these children adequately.

**Catch-up planned actions and expenditure – *Funded with catch-up budget (see budget) and with interventions in addition to our normal provision but without funding.***

<b>School name:</b>	<b>St Thomas à Becket CEVA Primary School</b>
<b>Academic year:</b>	<b>2020-2021</b>
<b>Total number of pupils on roll:</b>	<b>46</b>
<b>Total catch-up budget:</b>	<b>£3680</b>
<b>Date of review:</b>	<b>February 2021</b>

## Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Success Criteria (evidence)
<b>Spelling shed</b>	Across the school all children have access to structured spelling program which can also be accessed at home as part of homework to support school learning and practice key skills	Children make expected or accelerated progress in spelling and writing	<b>£154</b>	Teachers	Spelling ability increases which in turn improves the quality of writing. Increased percentage of children achieve ARE and expected progress in key skills
<b>Ed Shed - maths</b>	Across the school all children have access to times tables practice which can also be accessed at home as part of homework to support school learning and practice key skills	Children make expected or accelerated progress in times tables		Teachers	Increased percentage of children achieve ARE and expected progress in key skills
<b>White Rose Maths</b>	Learning by any children at home is in line with class and children do not fall further behind	All children make same progress whether at home or school	<b>£99</b>	Teachers	There are not significant gaps in learning of children isolating
<b>Total spend:</b>			<b>£253</b>		

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Success Criteria (evidence)
<b>ELSA hours increased by an additional 2 hrs week for the year</b>	Children who are anxious about returning to school and the continuing virus threat or those who are finding it hard to re-establish positive relationships with peers have additional ELSA time each week	Children's anxieties are reduced and they have strategies they need to come and get on with their friends without excess conflict	<b>£675</b>	EP	Pupil voice evidences children feeling less anxious and are happy in school  Behaviour policy implemented and children observed to be playing happily
<b>Targeted extra 1:1 reading</b>	Children who have been identified as having gaps in reading receive extra daily reading progress.	Children make good progress in reading and targeted children make accelerated progress	<b>£nil</b>	delivered across the school by HT	Increase in percentage of children at ARE in reading and reading progress to be in line with pre-covid achievements
<b>Daily phonic intervention</b>	Children in Years 1,2 & 3 identified with phonic gaps	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively	<b>£nil</b>	delivered by class teachers/TAs as part of contracted hours	Targeted children show significant improvement in phonics screening check

<b>Accurately assess pupils' abilities across the curriculum</b>	Accurate understanding of pupils abilities in reading, writing and maths which is not known as many have missed schooling	Teachers able to identify then plan to address gaps in learning	<b>£nil</b>	all teachers	work and interventions for all pupils pitched at an appropriate level with challenge for all in maths lessons evident based on accurate assessment of ability
<b>Times tables interventions (including Maths Shed)</b>	Particularly year 5 (who would have taken multiplication check) and years 3 & 4 to support comprehensive knowledge	Targeted children have an increasingly confident grasp of multiplication tables, be able to recall facts and use in calculations and reasoning	<b>£nil</b>	teachers and TA	Children equipped to meet ARE in their year group
<b>Targeted maths intervention</b>	Highlight children across the school whose calculation knowledge demonstrates gaps. 2x weekly interventions to address	Children have confident calculation knowledge to access relevant AREs	<b>£nil</b>	delivered across the school by HT	Increase in percentage of children reaching ARE and making accelerated progress in assessments by Term 5
<b>Additional TA hours 182</b>	Highlighted groups of children across the school – particularly in years 3, 4 & 5 – with gaps in calculation and problem solving in maths to have additional classroom support	Children have confident calculation knowledge to access relevant AREs	<b>£2732</b>	CS, KS & TA - JJ	Increase in percentage of children reaching ARE and making accelerated progress in assessments by Term 5
<b>Total spend:</b>			<b>£3407</b>		

## Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Success Criteria (evidence)
<b>Set up Google Classroom</b>	All children able to access lessons from home	Further learning not lost if child or class needs to isolate and work from home	<b>£20</b>	Set up by KS in the first instance. All T set work and ensure all children are accessing	All children are able to find and upload work.
<b>Explanation of online resources to parents</b>	All parents realise expectations set and are able to monitor their children's access to and use of Google Classrooms	Further learning not lost if child or class needs to isolate and work from home	<b>nil</b>	Teachers make themselves available to answer queries if needed	Surveys show parents are confident in supporting their children to access and submit work
<b>Total spend:</b>			<b>£20</b>		

## Summary report

<b>What is the overall impact of spending?</b>	<b>To close gaps in learning due to missed schooling as a result of Covid019 to be closed so that by Term 5 assessments show an increase in the percentage of children reaching ARE and making accelerated progress.</b>
<b>How will changes be communicated to parents and stakeholders?</b>	<b>To governors in FGB and Head Teacher reports</b>
<b>Final spend:</b>	<b>£3660</b>