

Use of 'Catch up' funding 2020-2021

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Use of funds

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 guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

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 when they return in September and supporting case studies to highlight effective practice.

135206	866	Swindon	8663465	Covingham Park Primary School	Community school	LA Maintained	381	£80	£30,480	Autumn payment: £7,620
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From SIP:

Catch up funding used effectively – programme of intervention arranged.

Pupils with SEND and those who receive PPG achieve the best possible outcomes.

HLTAs, TAs and cover staff deployed effectively within year groups.

Appraisal targets relate to use of catch-up funding/strategies

Identified Need	EEF Rationale	Specific Implementation	Costing	Impact
EEF strategies: <ul style="list-style-type: none">• One to one and small group• Intervention programme• Access to technology• Supporting parents and carers				

<p>Year 2: Phonics and language comprehension One to one and small group</p> <p>Children to reach expectations in phonics by end of autumn 2020 and end of summer 2021. Lost learning during lockdown</p>	<p>Phonics CPD for Lower School Staff TD Day on Letters and Sounds</p> <p>Quality First Teaching</p> <p>Phonics support on Class Dojo</p>	<p>HLTA with phonics skills based in year 2 to provide additional small group intervention for phonics.</p> <p>CPD: Letters and Sounds</p>	<p>£6952.50 (including on costs)</p> <p>£650</p>	<p>December 2020: Year 2 children 75% pass phonics screen Year 2 June 2021: 100% pass phonics screen</p>
<p>Year 4: Maths fluency - Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age One to one and small group</p> <p>Children in Year 4 have the knowledge and fluency in Multiplication Tables to be fluent in calculations. Lost learning during Year 3.</p>	<p>Quality First Teaching in small, focused groups</p> <p>Multiplication Tables support on Class Dojo</p>	<p>HLTA to focus on Multiplication Tables fluency, knowledge and understanding. Additional intervention and reinforcement.</p>	<p>£6563 (including on costs)</p>	<p>The vast majority of children will be fluent in all multiplication tables up to 12x12. Percentage of children reaching expected standard is in line with National</p>
<p>Year 3: Reading enables children to access the curriculum Phonics and language comprehension One to one and small group</p> <p>Phonics intervention for identified children can be provided alongside guided reading requirements</p>	<p>Quality First Teaching</p> <p>Engaging parents in reading</p> <p>Phonics CPD</p>	<p>TA intervention for phonics for identified children 3 x weekly</p> <p>Teacher intervention for identified children in Reading, Writing, Maths and multiplication tables Class teacher focused intervention on 1:1 basis</p>	<p>£621 (including on costs) In place from November 2020</p> <p>£3234</p>	<p>Identified children score 32+ in phonics style checker at end of Year 3</p> <p>Focus children for catch-up are back on track (based on Y2 predictions) by the end of Y3</p> <p>Children confident in multiplication tables</p>
<p>Parental Engagement Supporting parents and carers Developing strategies to enable staff to work with parents to support children's learning</p>	<p>Engaging parents in children's learning</p>	<p>Leader for Parental Engagement to coordinate support for home/school learning strategies while workshops and open days not possible Release for class teachers to create (e.g.) online workshops</p> <p>See links to Parental Engagement Plan</p>	<p>£3234</p>	<p>Children's engagement in homework is high</p> <p>Children with SEND make good progress across the curriculum</p>

		Parent SEND virtual coffee mornings and surgeries with SENDco		
<p>Maths resources: Maths fluency - Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age</p> <p>Access to technology and practical maths resources</p> <p>Additional maths resources</p>	First quality teaching: teachers and children use practical resources to model the maths	<p>Additional maths resources required due to need to quarantine and to allocate resources to individual year groups</p> <p>All year groups have access to high quality maths practical resources</p>	£1000	The majority of children are working at age related expectations by summer 2021
<p>Year 1: Reading enables children to access the curriculum</p> <p>Phonics and language comprehension</p> <p>One to one and small group</p> <p>Cherry Class: 67% of children did not return to school in June 2020, challenging to address phonics/reading needs with current human resources in class</p>	Additional TA intervention for phonics/reading	Full time TAs in both Year 1 classes to enable small group and 1:1 intervention for phonics	£5742.17 (including on costs)	Year 1 June 2021: 80% pass phonics screen
<p>Lower School and Y3: Reading enables children to access the curriculum</p> <p>Reading develops children's fluency, confidence and enjoyment of reading</p> <p>Reading books link closely to phonics being taught</p> <p>Phonics and language comprehension</p> <p>One to one and small group</p> <p>Due to need to quarantine books, insufficient reading books</p>	All children have access to high quality texts	Ordered new reading books	£200 contribution from catchup funding	Majority of children working at age related expectations by summer 2020
<p>Year 6: Pupils read widely and often, with fluency and comprehension appropriate to their age</p>	Quality First Teaching	Upper School reading programme implemented	£2284	Attainment and Progress at the end of KS2 is in line with National

<p>One to one and small group Intervention programme</p> <p>Year 6 teachers report: Issue with stamina, children need to read with concentration for a sustained period of time, need deeper understanding of vocabulary</p>		<p>Children have access to high quality texts and high-quality reading teaching</p>		
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