



Coronavirus (COVID-19) Catch-Up Premium: Intended Spend

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among the hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil in years Reception through to Year 11.</p> <p>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 2020-21 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">• Supporting great teaching• Pupil assessment and feedback• Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">• One-to-one and small group tuition• Intervention programmes• Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">• Supporting parents and carers• Access to technology• Summer support

Planned Expenditure				
			Allocation by DfE:	£6960
1) Teaching and whole-school strategies				
Desired outcome	Chosen approach	Cost	Review date	Impact (once reviewed)
<u>Supporting great teaching</u> Children have their own class novels in Year 5/6 to support teacher in delivering high quality lessons based on class text.	Purchase of books for each child. These can be taken home to support home-learning.	£50.66 (GB)	July 21	
<u>Pupil assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms.	Purchase and implement the Shine intervention programme for reading and maths to work alongside our use of the PUMA and PIRA assessments.	£691.20 (CUP)	July 21	
Overall cost		£741.86		
2) Targeted approaches				
Desired outcome	Chosen approach	Cost	Review date	Impact (once reviewed)
<u>1:1 and small group transition</u> Identified, targeted children will make accelerated progress in reading and maths based against September baseline. <u>Intervention programmes</u> Appropriate interventions support those identified children in reinforcing their basic maths skills and the application of number, enabling accelerated progress based on September baseline.	National Tutoring Programme (4 hrs/wk over 15 weeks) with targeted pupils in KS2.	£183.76 (CUP)	July 21	
	Intervention Teaching Assistant employed to support targeted groups (12 hours/week). Focus will be on: <ul style="list-style-type: none"> Year 1 phonics and reading; Year 1 maths; Year 5/6 maths; Leading Shine interventions across the school. 	£6000 (CUP)	July 21	
	Additional staffing enabling for significant targeted support for pupils in receipt of pupil premium.	£3257.16 (PP)	July 21	
	Purchase of Nessy to support targeted SEND pupils with daily phonics.	£262.50 (GB)	July 21	
Overall cost		£9703.42		

3) Wider strategies				
Desired outcome	Chosen approach	Cost	Review date	Impact (once reviewed)
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Additional online resources will be purchased so that children can practise basic skills in reading, maths and spelling regularly at home and school: <ul style="list-style-type: none"> - Times Tables Rock Stars - Numbots - Literacy Shed - Spelling Shed - Maths Shed 	TTRS: £94.90 (PP) Numbots: £77.05 (PP) Literacy Shed: £78.00 (GB) Edshed: £98.16 (GB)	July 21	
<u>Access to technology</u> Teachers have laptops that are equipped with webcams for more effective remote teaching and learning. Children have headphones in school to support the greater use of learning through devices, enabling remote learning to be more accessible. Staff training leads to teaching staff being more confident and skilled in delivering remote teaching where appropriate.	Purchase of webcams	£100 (GB)	July 21	
	Purchase of headphones	£42.45 (GB)	July 21	
	Staff training on using Microsoft Teams as a digital platform	-	July 21	
	ICTIC set-up of DfE laptops for targeted pupils	£280 (GB)	July 21	
Overall cost		£770.56		
	TOTAL COST PAID THROUGH COVID CATCH-UP PREMIUM			£6874.96
	COST PAID THROUGH PUPIL PREMIUM			£3429.11
	COST PAID THROUGH GENERAL BUDGET			£911.77
	CATCH-UP PREMIUM CONTINGENCY			£85.04