



Coronavirus (COVID-19): Catch Up Funding Plan 2020-2021

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 which schools can use to develop their plans for the premium.

Baseline Evaluation – September 2020

Baseline assessments were carried out on all classes in September 2020 using standardised tests and wholistic teacher assessments and observations.

| | % Target EXS and above | Actual % EXS and above | % Pupils on track (based on prior attainment) | Identified Needs |
|-------------------|-------------------------------|--|--|---|
| Year One | R 80% W 80% M 80% | R 71% W 57% M 64% | | Pupils significantly behind in writing and mathematics. Target writing support and intervention needed. |
| Year Two | R 70% W 70% M 75% | R 45% W 35% M 30% | R 60% W 60% M 15% | Maths attainment well below expected levels, with key concepts from Y1 curriculum not yet mastered. Writing stamina also low. |
| Year Three | R 85% W 85% M 85% | R 52% W 61% M 65% | R 57% W 74% M 65% | Large number of pupils not on track for reading attainment in particular. Fluency and comprehension intervention required. |

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|------------------|-------------------------|--|--|---|
| Year Four | R 65% W 65% M 70% | R 39% W 39% M 17% | R 67% W 78% M 39% | Maths attainment is low, with Y3 curriculum not mastered. Fluency in arithmetic is weak. |
| Year Five | R 85% W 85% M 85% | R 58% W 73% M 42% | R 58% W 62% M 54% | Significant gaps in maths attainment and large group of children not on track to meet expect progress targets in reading and maths. |
| Year Six | R 82% W 71% M 82% | R 52% (0%) M 7% | R 41% W 26% M 15% | Pupils well behind in all subjects. Maths intervention required to ensure mastery of prior learning concepts. |

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| School Funding Estimated Allocation | 140 x £80 = £11,200 |
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Targeted Support

| Action | Intended outcome | Estimated impact | Cost |
|--|---|---|--------------|
| 20 weeks of professional sports coaching, two afternoons per week | Releases all teachers for 40-60 minutes per week for one to one and group teaching for targeted pupils | Pupils on track to meet targets increases by January 2021. Pupils on track to meet targets in 80% by May 2021. | £2600 |
| 7.5 hours additional LSA hours, outside the school day. | Provides daily LSA before or after school for catch up Maths/Reading/Writing groups | Pupils are ready to progress in maths through targeted support and intervention on prior learning. Key areas of writing and reading are addressed and 80% pupils are on track to meet targets by May 2021. | £3000 |

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| 4.5 hours additional LSA hours, within the school day. | Provides opportunities for catch up in KS2 through formal intervention | Fluency in reading and arithmetic increases in KS2 so that 80% of pupils are on track to meet targets by May 2021 | £1800 |
| Power Maths resources | Provides quality maths resources, accessible at home and school, to accelerate maths progress | Teaching of maths across the school is tightly matched to age related expectations. Increased subject expectations accelerates progress. | £2000 |
| Purchase portable devices (laptops). | Purchase of ten laptops to be loaned to vulnerable pupils in remote learning scenarios. | All pupils in KS2 have access to appropriate technology to ensure continuity of education if learning at home. Progress measures indicate no further impact. | £2500 |
| Total spend: | | | £11, 900 |