**Covid UNIVERSAL CATCH UP FUNDING STRATEGY** 2020 - 2021

This funding is for schools to use on 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support). 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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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.

**Useful links**

[Gov guidance Catch up premium](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

[EEF support guide](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

[EEF Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

[EEF Assessing and monitoring pupil progress](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/)

[EEF Remote Learning Evidence Review](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

Suggestions…

* Possible Teaching and TA additional hours above those already budgeted for 2020 2021.
* Staff Training for Personal Development to support curriculum planning.
* Focused training on effective use of technology.
* Training and Support to organisational and logistical aspects of school life.
* Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs.
* Curriculum Resources and Subscriptions.
* Transition Support to support pupils into school – dedicated transition events either remote or face to face.
* Targeted one to one support or small group tuition.
* Intervention programmes – one to one or small groups
* Investment in technology, either providing pupils with devices or improving facilities available in school.

**Section 1: Contextual information**

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| School | Sennen | Total pupil number | 86 | Total catch up funding | £ 7000 |
| Identified priorities for catch up (summarised from SDP) | Reason for selection of priority (summarised from SDP) |
| A | Y5/6 Catch up Fresh Start prog for 5/11 pupilWere below before | Working 2+ years below |
| B | KS1 extra phonics | Didn’t finish Phase 3 |
| C | Improve PSED in Rec | Children missed a lot of preschool setting so PSED has been identified as a weakness. |
| D | Staffing for 1:1 tutorials for all classes, responsive to daily misconceptions | Been successful in the past |

**Section 2: Detailed planning, review and evaluation**

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| **Priority A** | Y5/6 Catch up Fresh Start prog for 5/11 pupil (were below before) | **TOTAL COST** | £1000 |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date: Jan 2021 | Progress Review 2Date: Mar 2021 | Final evaluation *(against success criteria)*Date: N?A |
| 5 pupils will be working within Year 6 Reading criteria. | Purchase the Fresh Start.Staff training Nov 201 hour/day in place of 30 minutes of Guided Reading.Nov start date.Carry out initial assessments.2 TAs – Sarah Pickard Charlotte Lane.In library.NS to organise some prep time.Senco to inform parents before the programme starts and will provide regular update. | *EEF Targeted support*Whole English scheme targeting core skills | NS drop ins.Follow up sessions after training.2 staff will cross reference/share their progress. | £600£400 | 6 weekly check against starting points. | Still unable to book training due to Lockdown, have contacted Ruth Miskin about next availability. Teachers have been including children on provision map | Training hard to book, we have booked and paid for it out of this year’s budget but we won’t be able to implement until September 2021. |

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| **Priority B** | KS1 extra phonics | **TOTAL COST** | **£1180** |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date: Nov | Progress Review 2Date: Dec | Final evaluation *(against success criteria* Date:  |
| Y2 Meet Phonics screening standard (currently 8/14 met standard) | Create smaller groups for daily Phonics session.Additional TA 2.5 hrs/week for 24.Provide additional resources for use at home | *EEF Targeted support* | Alternate group leads.All sessions jointly planned. | £540 | Phonics screening - initial assessment saw 8/14 meeting standard. Daily phonics to continue for whole class. | Phonics screening During national phonic screen period, 9 passed, 4 failed in high 20s and 1 absent (but likely to pass). Those who passed have moved on to the school RWI spelling programme. | Phonics retake June 202111/14 met standard.Of the 3 who didn’t, one has an EHCP application in progress and 2 who have been screened for dyslexia. All of these children have already been identified as needing a RWI phonics intervention in year 3. |
| Y1 identified gaps | Additional time outside of daily Phonics sessions for responsive teaching.Taught by 2 staff therefore small groups, using Letters and Sounds activity planned by the teacher.Additional TA 2.5 hrs/week for 24.NS to organsie training for staff through video | *EEF Targeted support* | NS to do drop ins and team teaching in her role as Reading Lead | £540£100 | Phonics screening check - 4 / 8 passed. Children who didn’t make standard were in late teens / low 20s. Lacked confidence. Reported back to class teacher and TA | Phonics screening (completed March after lockdown) – 5/8 passed. Children who did not make standard scored in low 20s and still very disjointed and lacking confidence. Reported back to class teacher and TA | Phonics Screening 6/8 passed very confidently. Of the 2 who didn’t pass, 1 has speech and language (undergoing assessment) and it was tricky to know if what he said was what he meant. The other child got 28 / 40 very confidently. Identified as needing extra support next year. |

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| **Priority C** | Y3/4 phonological awareness | **TOTAL COST** | **£964** |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date: December 2020 | Progress Review 2Date: May 2021 | Final evaluation *(against success criteria* Date: Jul 2020 |
| Pupils are working within 40 – 60 PSED strand of EYFS | EY course for both TAs – focus on best practice composed 12 modules | EEF Supporting great teaching | Pupil progress meetings to discuss challenges and offer support | £100 | All modules completed and certificates received. Adults said that they found it useful and it has helped them support the children’s development. | Currently 50% children are at an expected level, extra adult time has been deployed for developing focus and attention, including during whole class work. | Currently 72% children are at an expected level for PSED which is slightly above the Penwith average. |
| Additional adult support 4hrs/week |  | £864 | Adults being used to settle children into their new routines. Children were all coming in happy and showing progress in PSED. |

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| **Priority D** | Staffing for 1:1 tutorials for all classes, responsive to daily misconceptions | **TOTAL COST** | **£3240** |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date:End of term 2 | Progress Review 2Date:End of Term 4 | Final evaluation *(against success criteria* Date: End of summer |
| Daily misconceptions are addressed promptly leading to firm understanding, able to keep track with the planned curriculum.Increase in number of pupils meeting age expectations | Whole class feedback/self marking reviewed in lessons identify pupil and catch up focus. For afternoon.Pupils are given time in afternoon with class adult to revisit error and address misconception – approx. 1 hr per afternoon = 5hrs/ week additional TA time for 24 weeks up to end of Spring term | *EEF Supporting great teaching**EEF Targeted support*Pupil’s own teacher or TA delivering therefore greater success rate | Whole school approach to pupil conferencing to be established (staff training). | £3240 | Book looks.Review frequency of need for tuition Pupil progress meetingsChildren are making good progress against gaps and staff could talk confidently about where children were. Attainment was still fairly low though which was a concern.See data summery for mor information | Book looks.Target tracker dataPupil progress meetingsIdentified that progress was slow folllowing return from lock down. Book looks were good, pupils are regularly commenting against SC and correcting their work.Hopefully more of an impact will be shown at the end of the year after formal testing. See data summary for more information. | End of year reported dataGLD - 66 Year 1 phonics – 75Year 2 reading – 71Year 2 writing – 50Year 2 maths – 71Year 4 reading – 71Year 4 writing - 64Year 4 maths - 64 Year 6 reading - 79Year 6 reading greater depth - 36 Year 6 writing – 58Year 6 maths - 50 These are broadly inline with, and in some cases slightly above Penwith averages.  |