

Covid Catch-Up Fund Plan

What is the Covid Catch up fund?

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 those 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. The government are providing one off funding for the 2020-2021 academic year of £80 per child from reception to year 11 to be spent to ensure that schools have the support they need to help all pupils make up for lost teaching time. More details can be found in the [DFE publication](#).

What should the grant be spent on?

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 [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.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, academy councillors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

What can the funding be spent on?

Schools should plan to use the funding for the needs of their own pupils. They may choose to use some of this to take part in the 5-16 [national tutoring scheme](#), [academic mentoring scheme](#), or the <https://educationendowmentfoundation.org.uk/covid-19-resources/neli/>reception year early language scheme, all supported in the DFE guidance.

Alternatively, schools may write their own programme using resources such as the EEF toolkit to support needs identified in their own schools.

The areas suggested include:

Teaching and whole school strategies		
Supporting great teaching	Pupil assessment and feedback	Transition Support
Great teaching is the most important lever schools have to improve outcomes for their pupils.	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.	All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19

Targeted Support		
One to one and small group tuition	Intervention programmes	Extended school time
There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy	In order to support pupils who have fallen behind furthest, structured, proven interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils before or after school.

Wider strategies		
Further information on these strategies including Supporting parents and carers	Access to technology	Summer support
Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.

Further information about these strategies, including impact can be found via the [EEF Covid Catch-up publication](#).

School: Poppyfield Primary Academy		Amount of Covid Catch Up Funding received: £4480		Poppyfield Academy	
Areas which are barriers to achievement and require 'catch up' support					
In-school barriers (issues to be addressed in school, such as poor oral language skills, social and emotional issues, lack of age appropriate phonic knowledge)					
S	Details of barrier here				
S1	Oral language skills sometimes limited – sentence construction orally limited				
S2	Limited visualisation of mathematical concepts to aid learning and understanding of number				
S3	Poor ability to self regulate and understand emotions				
External barriers (issues which also require action outside school, such as low attendance rates, parental support)					
Details of barrier here					
E1	Parent ability to teach new concepts to younger pupils e.g. understanding phonics, early maths and literacy skills, fine motor skill development				
E2	Appropriate resources to support home learning during subsequent lockdowns				
Barrier (e.g S1, S2 etc)	Action – including why you have chosen this approach	Intended Outcome	How it will be measured	Cost	Evaluation
S1	The Nuffield Early Language Intervention (NELI) - designed to improve the spoken language ability of children in reception classrooms	To improve the spoken language of pupils within Reception class and a small catch up group in year 1	Assessment materials provided to ensure progress throughout the intervention package	Requested EEF supported programme – Free If not selected £195 training £375 for Resources - Payment not needed as	The programme is beginning to have an impact on the small group in Reception however due to further lockdowns the intervention will not be completed until October

				accepted onto free trial	
S2	<p>“Onebillion” maths app 3-5 and 4-6</p> <p>Visual support through iPad app to embed basic numeracy skills. Engaging for pupils and clear assessment breakdowns for staff sot monitor progress</p>	To improve pupils’ ability to visualise number and begin to apply and learn basic numeracy skills effectively	App provides clear breakdown of pupils work upon the program so teachers can adapt and move pupils forward quickly.	<p>£1145 to apply apps to all current iPads in school</p> <p>PDM to train staff on apps and assessment</p>	Children enjoy using the maths app and this has been embedded within key worker groups and within some classes. Further development as iPad need to be allocated
S3	Yoga and mindfulness training for staff – To support the delivery of Yoga in the curriculum to improve pupil’s ability to self regulate and manage anxieties	Better use of self regulation, lower anxiety levels making pupils ready to learn	Monitoring of pupils emotional difficulties, Pupil/Parent and staff voice regarding ability to calm and regulate emotions	<p>Staff training - Full training day £910</p> <p>Resources - £300</p>	All staff trained and yoga introduced to all pupils. Not fully embedded due to further lockdowns
S3	Worry woos, social/emotional program to enhance ability to recognise and manage more complex emotions	Better use of self regulation and pupils able to manage emotions	Monitoring of pupils emotional difficulties, Pupil/Parent and staff voice regarding ability to calm and regulate emotions	<p>Staff Training – PDM session</p> <p>Resources - £280</p>	Staff trained and Worry Woos fully embedded within Nursery Reception and Year 1 – See pupil voice
E1	Purple Mash licence – To support parents with teaching across the curriculum at home.	To support parents to deliver a variety of lessons at home and be able to submit this work electronically to staff with no quarantine required	Monitoring of lessons accessed and teacher feedback given on activities completed and submitted.	<p>£1555 for full school licence</p> <p>PDM to train staff</p>	Purple Mash used to support home learning in Year1

E2	Resources to develop stationery bags for use during subsequent lockdown to support home learning	Support pupils and parent to complete home learning	Parent feedback and monitoring of home learning completed	£250 for stationery resources	Stationery bags created and collected by 86% of parents.
----	--	---	---	-------------------------------	--

Finance checklist – ongoing spend tracker

(double click table below to enter details)

Income		£4,480			
Date	Barrier Code	Action	Spend	Breakdown- hourly rate/ resource etc	
23.09.2020	E1	Purchase of licence and joining fee	£1,555	£27 per pupil	
23.09.2020	S2	Purchase of credit on jigsaw to buy apps	£1,245	£21.50 per pupil	
13.10.2020	S3	Training completed and resources received	£1,210.00	£14.00 per pupil	
15.03.2021	S3	Worxywo resources arrived and PDM arranged	£280	£3.25 per pupil	
10.01.2021	E2	Stationery for home learning packs	£250	£3.48 per pupil	
Total Spend to date			4540		
Resources remaining					