

## 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:

<b>Teaching and whole school strategies</b>		
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

<b>Targeted Support</b>		
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.

<b>Wider strategies</b>		
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](#).

<b>School: Hempsted CE Primary School</b>		<b>Amount of Covid Catch Up Funding received:</b>		<b>£16960</b>	
Areas which are barriers to achievement and require 'catch up' support					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills, social and emotional issues, lack of age appropriate phonic knowledge)</i>					
S1.	Poor oral language and comprehension skills of pupils entering school				
S2	Social and emotional issues				
S3	Lack of age appropriate phonic knowledge				
S4	Lack of age appropriate basic skills				
S5	Some children in Y1 are not Y1 ready.				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates, parental support)</i>					
E1					
E2	<b>Lack of access to technology</b>				
E3					
<b>Barrier</b>  <i>(e.g S1, S2 etc)</i>	<b>Action – including why you have chosen this approach</b>	<b>Intended Outcome</b>	<b>How it will be measured</b>	<b>Cost</b>	<b>Evaluation</b>
<b>S1</b>	<p><b>Poor oral language and comprehension skills of pupils entering school</b></p> <ul style="list-style-type: none"> <li>Action – introduce the NELI programme (Nuffield Early Language Intervention) for Reception pupils. A recognised programme endorsed by the DfE and EEF. Interest to be registered by October 30<sup>th</sup> to begin start of spring term 2021. A 20 week programme, three to five weekly sessions, delivered by a dedicated TA</li> </ul>	Improved listening, narrative and vocabulary skills.	Baseline as part of programme at the start and at the end ongoing assessments throughout the 20 week programme	DfE funding for state school at no cost	
<b>S2</b>	<p><b>Social and emotional issues</b></p> <p><b>Tappy Twins</b> Psycho Therapy to be available for children identified as displaying social and emotional issues through lockdown and now back at school, in</p>	<ul style="list-style-type: none"> <li>Improved self-esteem</li> <li>Improved performance and behaviour at school</li> </ul>	Assess individual pupils using Boxall Profile before any Play Therapy work begins. Reassess using Boxall profile once a term	Set aside budget of £1000 for Tappy Twins support to be	

	<p>particular focus of rise of CP families across lockdown. This includes children in crisis who are struggling with</p> <ul style="list-style-type: none"> <li>• Low self esteem</li> <li>• Low motivation or aspiration</li> <li>• Disengagement or at risk of disengagement</li> <li>• Relationship issues</li> <li>• Are LAC</li> <li>• Anxiety or low level mental health issues</li> <li>• Loss or family illness</li> </ul>	<ul style="list-style-type: none"> <li>• Improved relationships with family and friends</li> <li>• Improved attendance and engagement in learning</li> <li>• Improved well-being</li> </ul>	to measure progress, identify what is working and adapt if necessary	available to pupils 'as needed'	
<b>S3</b>	<p><b>Lack of age appropriate phonic knowledge.</b></p> <p>Baseline of phonic knowledge and skills carried out across years one, two, three and four.</p> <p>EYFS/Y1/Y2 to deliver Letters &amp; Sounds based on plan formulated by Mangotsfield English Hub</p> <p>Interventions for phonics years 1-4 based on Letters and Sounds, delivered in addition to whole class teaching based on advice from Mangotsfield English Hub.</p>	Improved phonic knowledge and application into reading and writing.	<p>Baseline completed and then assessments carried out every 6 weeks.</p> <p>TAs to keep records of phonics interventions.</p>	<p>Additional TA time to deliver interventions</p> <p>Additional resources to support interventions</p> <p>Additional TA time factored into S4.</p>	
<b>S4</b>	<p><b>Lack of age appropriate basic skills</b></p> <p>Identify (through AfL) where skills gaps are.</p> <p>Make time to pre-teach some aspects of learning.</p> <p>Boost in the afternoon any pupils that are identified with gaps from main classroom learning. This can be done by the TA or the Teacher. (Not specific intervention based)</p>	Improved basic number skills.	<p>Teachers will monitor pupil progress, report any ongoing concern to Subject Leads and/or SLT</p> <p>Standardised testing to be completed in Autumn 2 across entire school to create more specific baseline, then to be followed up by further standardised test in Spring 2.</p>	<p>Additional adults – we will need to increase TA support so that classes are fully supported.</p> <p>Sept – March = £10125 (contracted) + £1500 supply = <b>£11625</b></p>	

	Additional 1:1 or small group work delivered by qualified teacher			£3940 budget allows approx. 130 hours of tuition from teachers known to school	
<b>S5</b>	<p><b>Poor oral language and comprehension skills of pupils in KS1</b></p> <ul style="list-style-type: none"> <li>Dedicated language intervention (Talk Boost) provided by TA across KS1, SENDCo to support with focus of interventions.</li> </ul>	Improved listening, narrative and vocabulary skills	Baseline established, ongoing assessments continued throughout the year.	Staff already trained so <b>no cost</b> other than TA time, which is factored into S4	
<b>E2</b>	<p><b>Lack of access to technology</b></p> <p>Children who have no access to any IT equipment identified</p> <p>Facilitating access to online remote learning</p> <p>Government scheme children accessing laptops</p>	Children able to access remote learning, including online platforms.	Measure impact of pupils receiving IT equipment, are they accessing remote learning and completing work set?	Cost of Hempsted IT to set up Remote Learning and trouble shoot new IT equipment = £395	