



Coronavirus Catch Up Premium

School Level Overview

Context of the Funding

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

Teaching and whole-school strategies

We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

School Allocation

School	2020-21 One Off Allocation
Vane Road Primary School	£18,800

Planned Expenditure

Focus 1 Teaching and Whole School Strategies		Budget Allocation: £13,000
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
<p>Pupils identified as in need of extra support including pupils who:</p> <ul style="list-style-type: none"> • Did not engage with remote learning or have access to technology • Are vulnerable or have EHC plans • Experienced difficult family circumstances during lockdown • Who have the potential to be working at GDS/HS at the end of key stage. <p>Those children identified have access to small group, quality intervention teaching which is closely tracked and monitored. Children will participate in regular feedback sessions.</p>	<p>Appointment of full time Teaching Assistant to deliver quality interventions in Year 2 and Year 6 focused on critical aspects of the curriculum.</p>	<p>Baseline assessments directed by class teachers.</p> <p>Closely tracked through teacher assessments and school tracking system and reviewed half termly.</p>
<p>All families identified to have access to a technology device to support home learning.</p>	<p>School to purchase new laptops and Amazon Fire Tablets to support families with home learning.</p>	<p>Pupil and parent questionnaires</p>

	School to access DFE Technology Programme.	

Focus 2 Targeted Support		Budget Allocation: £6,000
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
<p>Pupils identified as needing speech and language support are targeted using a 10-week cycle either in small group ratio or 1:1.</p> <p>Pupils identified have focused 1:1 programs in place.</p>	<p>Appointment of an experienced Teaching Assistant to assess and deliver speech and language program; Talk Boost in Year Reception and Year 1.</p> <p>Teaching assistant to deliver specific Speech and Language programs as identified by the local authority Speech and Language Team.</p> <p>School to work in partnership with EEF on Nuffield Early Language Intervention Program.</p>	<p>Children identified through Talk Boost Program.</p> <p>10-week review cycle assess impact.</p> <p>Need identified by local speech and language team.</p> <p>Children identified through Language screen to assess baseline and end of support program.</p>
<p>Children who are in need of extra support are identified.</p> <p>Targeted interventions and support are put in place by class teachers and delivered by academic mentor.</p>	<p>School have applied to the National Academic Mentor Programme to support identified children.</p>	<p>Baseline assessments directed by class teachers.</p> <p>10-week review cycle to assess impact.</p> <p>Closely monitored through school tracking system.</p>