

Coronavirus (COVID-19): catch-up funding plan

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. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's '[School Planning Guide 2020-21](#)', may help schools to develop their plans for the premium. For more details, please refer to our [QA](#) regarding the catch-up premium.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections. More information surrounding the catch-up premium can be found [here](#).

This template plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for schools, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Context

During the first lockdown (23rd March - 21st June 2020), school remained open to vulnerable children and the children of key workers. Home learning was provided in the form of paper packs and online learning apps.

From 22nd June 2020, we were able to offer a place for all children in Reception, Year 1 and Year 6 where their parents had requested a place. Upon analysis of the number of places requested versus available staffing and building capacity, it was decided to offer 15 spaces for every year group. Year 2 had a larger number of places requested therefore we responded by creating two bubbles for Year 2 as building space and staffing allowed for this. 56.5% of children returned to school for the last 4 weeks of the academic year. Where children remained at home, home learning was provided in the form of paper packs and online learning apps.

From 3rd September 2021, all children returned to school. For any child who was required to self-isolate due to being symptomatic or as a result of being in close contact with a symptomatic member of their household or positive case, remote learning was offered via either Class Dojo or Google Classroom. Where children did not have access to a device, a tablet was provided and/ or paper-based learning materials.

Between 5th January and 7th March 2021, school remained open to all children of key workers and children identified as vulnerable. Remote learning was provided via Class Dojo or Google Classroom for all children at home. Teachers worked from home so that they were on hand to respond in a timely fashion to questions and queries and offer teaching support. Feedback was given on work and next steps were discussed to move learning on. Teaching Assistants played a vital role in supporting the children in school who accessed exactly the same learning as the children at home in order to maintain consistency and a sense of community.. Work from children in school and at home was celebrated during assembly on a Friday morning which was attended by 37.5% of families. Where children did not have access to a device at home, or where they were sharing a device between multiple children, a device was provided by the school. In a small number of cases, internet access was also provided.

On 8th March 2021, we saw a full return to school. Children returned to their own class and teachers focused on identifying any gaps in pupil knowledge in reading, writing and mathematics. The mathematics curriculum for the summer term will now focus on place value and the four operations across school. Additional opportunities for writing across the curriculum have been included and a high level of focus is being placed on reading.

Pupil wellbeing in certain year groups has become a concern and we have identified that coming into school (the transition) is the main cause. We have responded by putting in place an ELSA welcome for UKS2 children identified as having potential attendance issues and for Reception and Year 1 pupils who need settling into the school day. Additional ELSA sessions have been put into place on a Tuesday after school for a group of children in Reception, a group of children in Year 4 and a group of children in Year 6. Children in years 2 & 3 have coped better.

Catch-up plan

School name:	The Oaks Community Primary School					
Academic year:	2020-2021					
Total number of pupils on roll:	169					
Total catch-up budget:	£13,520 DfE £3,200 LA	Autumn installment:		Spring installment:	£7887 £1600	Summer installment: £5633 £1600
Date of review:	½ year point - 8th March 2021					

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments	Next steps - 2nd half of year
Reading at home Ensure that all children have access to a wide range of books at home	To ensure reading continuity in the event of school closure, bubble closure or self-isolation. Enhance home reading offer	Children will make positive progress in reading age as a result of exposure to books	£1500 MyON reading resource online	Stephanie Price to organise resource, provide staff training and provide logins Jo Millington to monitor pupil progress half termly as Reading Lead	Progress in reading to 8th March 2021: Children read x amount of books during the spring lockdown across school	

<p>Reading in school</p> <p>Set up a reading breakfast in all classes (covid safe)</p>	<p>To ensure that children have 1:1 reading opportunities</p>	<p>Children will be coached in reading strategies to support fluency and comprehension</p>	<p>£2000 autumn term</p> <p>Breakfast club will continue thereafter but through a shift in TA working hours</p>	<p>Louise Roberts to organise staffing</p> <p>Jo Millington to assess impact as reading lead via Benchmarking and Accelerated Reader Star Tests</p>	<p>Impact on children's reading age</p> <table border="1" data-bbox="963 430 1451 981"> <thead> <tr> <th>Year group</th> <th>% increase in ARE</th> <th>Benchmarking progress/ reading age gain</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>15.9</td> <td>%at ARE +18.8%</td> </tr> <tr> <td>Y1</td> <td>27.2</td> <td>4 bands ave RWI</td> </tr> <tr> <td>Y2</td> <td>26.4</td> <td>N/A</td> </tr> <tr> <td>Y3</td> <td>4</td> <td>6m</td> </tr> <tr> <td>Y4</td> <td>41.2</td> <td>5m</td> </tr> <tr> <td>Y5</td> <td>7.4</td> <td>9m</td> </tr> <tr> <td>Y6</td> <td>3</td> <td>5m</td> </tr> </tbody> </table>	Year group	% increase in ARE	Benchmarking progress/ reading age gain	YR	15.9	%at ARE +18.8%	Y1	27.2	4 bands ave RWI	Y2	26.4	N/A	Y3	4	6m	Y4	41.2	5m	Y5	7.4	9m	Y6	3	5m	<p>Breakfast club continued from 8th March but at no extra cost as TAs shifted their working hours. The impact on the children's reading age who attended was:</p> <table border="1" data-bbox="1529 331 2168 1181"> <thead> <tr> <th>Year group</th> <th>% increase in ARE</th> <th>Average Benchmarking progress/ reading age gain</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td></td> <td></td> </tr> <tr> <td>6 chn</td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td></td> </tr> <tr> <td>Y3</td> <td></td> <td></td> </tr> <tr> <td>Y4</td> <td></td> <td></td> </tr> <tr> <td>Y5</td> <td></td> <td></td> </tr> <tr> <td>Y6</td> <td></td> <td></td> </tr> </tbody> </table>	Year group	% increase in ARE	Average Benchmarking progress/ reading age gain	YR			6 chn			Y1			Y2			Y3			Y4			Y5			Y6		
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<p>Remote learning - Maths</p> <p>Implement White Rose pre-prints</p>	<p>To ensure continuity from in class maths lessons to home maths</p>	<p>Children in all classes will make good progress in maths despite any form of closure or self-isolation</p> <p>Teachers will feel supported with their</p>	<p>£2000 for year</p>	<p>Louise Roberts as Maths Lead</p> <p>Class teachers to ensure that these are explained to</p>	<table border="1" data-bbox="963 1308 1496 1484"> <thead> <tr> <th>Year Group</th> <th>Baseline</th> <th>End Aut 2</th> <th>Percentage Gain</th> </tr> </thead> <tbody> <tr> <td>Receptio</td> <td>63.3%</td> <td>79.3%</td> <td>16%</td> </tr> </tbody> </table>	Year Group	Baseline	End Aut 2	Percentage Gain	Receptio	63.3%	79.3%	16%	<table border="1" data-bbox="1529 1300 2168 1484"> <thead> <tr> <th>Year Group</th> <th>Baseline</th> <th>End Aut 2</th> <th>End Spring 2</th> <th>Percentage Gain from baseline</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year Group	Baseline	End Aut 2	End Spring 2	Percentage Gain from baseline																																						
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					Year One	50%	50%	0%	Year One	50%	50%	31.6%	-18.4																																
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					Year Three	58.6%	51.6%	-7%	Year Three	58.6%	51.6%	50.00%	-8.6%																																
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<p>Remote learning - English</p> <p>Purchase Read to Write and Steps to Read online</p>	<p>To ensure continuity of teaching and learning in the event of self-isolation or closure</p>	<p>Children in all classes will make good progress in reading and writing despite any form of closure or self-isolation</p> <p>Teachers will feel supported with their workload through high quality resources</p>	<p>£1584</p>	<p>Louise Roberts to organise</p> <p>Lucy Henshall & Jo Millington (English team) to measure impact</p>	<p>End of Autumn Two:</p> <table border="1" data-bbox="963 359 1456 861"> <thead> <tr> <th>Year group</th> <th>%increase in ARE or above (reading)</th> <th>%increase in ARE or above (writing)</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>26.4</td> <td>21.2</td> </tr> <tr> <td>Y3 <small>Did not dip</small></td> <td>4</td> <td>0.1</td> </tr> <tr> <td>Y4</td> <td>41.2</td> <td>-11.7</td> </tr> <tr> <td>Y5</td> <td>7.4</td> <td>3.7</td> </tr> <tr> <td>Y6</td> <td>3</td> <td>19.2</td> </tr> </tbody> </table>	Year group	%increase in ARE or above (reading)	%increase in ARE or above (writing)	Y2	26.4	21.2	Y3 <small>Did not dip</small>	4	0.1	Y4	41.2	-11.7	Y5	7.4	3.7	Y6	3	19.2	<p>End of Spring Two:</p> <table border="1" data-bbox="1529 335 2083 941"> <thead> <tr> <th>Year Group</th> <th>%increase in ARE or above (reading)</th> <th>%increase in ARE or above (writing)</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>29.4%</td> <td>29.2%</td> </tr> <tr> <td>Y3</td> <td>5.2%</td> <td>-1.1%</td> </tr> <tr> <td>Y4</td> <td>32.3%</td> <td>-27.55%</td> </tr> <tr> <td>Y5</td> <td>3.7%</td> <td>0</td> </tr> <tr> <td>Y6</td> <td>6.5%</td> <td>7.1%</td> </tr> </tbody> </table>	Year Group	%increase in ARE or above (reading)	%increase in ARE or above (writing)	Y2	29.4%	29.2%	Y3	5.2%	-1.1%	Y4	32.3%	-27.55%	Y5	3.7%	0	Y6	6.5%	7.1%
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Targeted support

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<p>Vara Sports to teach 2 sessions of Year 2 PE</p> <p>Close identified gaps as at baseline assessment, in reading for Year 2 pupils</p>	<p>To ensure that Year 2 pupils can access the Year 2 curriculum objectives for reading via targeted guided reading sessions</p>	<p>The percentage of children at ARE for reading at the end of the academic year will show value added from end of Reception</p>	<p>£420 guided reading training from Literacy Counts</p>	<p>Louise Roberts to organise staff training and monitor progress as KS1 Lead. LW to take over KS1 role from January 2021</p>	<p>Year 2 pupils progressed from 28.6% reaching year 1 expectations at baseline to 55% reaching year 2 expectations by the end of the autumn term for reading.</p> <p>Vara Sports will be utilised again in spring term to continue to ensure rapid gains for Year 2 as a result of small group guided reading sessions.</p>	<p>Year 2 continued to have vara sports in order to have targeted intervention from the class teacher and teaching assistant.</p> <p>Results from baseline to spring 2 in reading:</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>End Spring 2</th> </tr> </thead> <tbody> <tr> <td>Pre-key stage</td> <td>1 / 4.8%</td> <td>0 / 0%</td> </tr> <tr> <td>Working towards</td> <td>11 / 52.4%</td> <td>6 / 32%</td> </tr> <tr> <td>Expected -</td> <td>3 / 14.3%</td> <td>2 / 11%</td> </tr> <tr> <td>Expected</td> <td>3 / 14.3%</td> <td>8 / 42%</td> </tr> <tr> <td>Expected +</td> <td>2 / 9.5%</td> <td>3 / 16%</td> </tr> <tr> <td>Greater depth</td> <td>1 / 4.8%</td> <td>0 / 0%</td> </tr> <tr> <td>Total ARE or above</td> <td>28.60%</td> <td>58%</td> </tr> </tbody> </table>		Baseline	End Spring 2	Pre-key stage	1 / 4.8%	0 / 0%	Working towards	11 / 52.4%	6 / 32%	Expected -	3 / 14.3%	2 / 11%	Expected	3 / 14.3%	8 / 42%	Expected +	2 / 9.5%	3 / 16%	Greater depth	1 / 4.8%	0 / 0%	Total ARE or above	28.60%	58%
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<p>Vara Sports to teach 2 sessions of Year 2 PE</p> <p>To ensure children get their entitlement whilst the class teacher delivers</p>	<p>Children in Year 2 will make accelerated progress from baseline assessment in September 2020 for writing and maths</p>	<p>End of key stage assessments show value added from the end of Reception</p>	<p>£1320 x 3 = £3920</p>	<p>Louise Roberts to assess progress as KS1 Lead</p> <p>Holly Jeffs to organise and direct Vara Sports as PE Lead</p>	<p>Year 2 pupils progressed from 28.5% reaching year 1 expectations at baseline to 55% reaching year 2 expectations by the end of the autumn term for maths.</p> <p>Vara Sports will be utilised again in spring term to continue to ensure rapid gains for Year 2 as a result of small group maths basic skills sessions.</p>	<p>Year 2 continued to have vara sports in order to have targeted intervention from the class teacher and teaching assistant.</p> <p>Results from baseline to spring 2 in maths:</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>End Spring 2</th> </tr> </thead> <tbody> <tr> <td>Pre-key stage</td> <td>1 / 4.8%</td> <td>2 / 11%</td> </tr> <tr> <td>Working towards</td> <td>8 / 38.1%</td> <td>3 / 16%</td> </tr> <tr> <td>Expected -</td> <td>6 / 28.6%</td> <td>3 / 16%</td> </tr> <tr> <td>Expected</td> <td>4 / 19%</td> <td>11 / 58%</td> </tr> <tr> <td>Expected +</td> <td>2 / 9.5%</td> <td>0 / 0%</td> </tr> </tbody> </table>		Baseline	End Spring 2	Pre-key stage	1 / 4.8%	2 / 11%	Working towards	8 / 38.1%	3 / 16%	Expected -	6 / 28.6%	3 / 16%	Expected	4 / 19%	11 / 58%	Expected +	2 / 9.5%	0 / 0%						
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Chrome books and tablets Acquire a pool of devices that can be loaned out for home learning	To ensure continuity of education when remote learning is required for disadvantaged families	Disadvantaged children attain as high as their peers	£37 Jamf app management package	Christina Roberts & Rachel Derbyshire	24% of children have been loaned a device for use at home, of those children 87% are engaging in home learning.	<p>From 8th March, these devices will be re-distributed across school. Pupils in years 4, 5 & 6 will have their own device for use in class to ensure that the teacher can push children on to GDS objectives where appropriate and to support the teacher in working with a small group, securing basic skills from the previous lesson.</p> <p>Children in all other year groups will have access to a bank of devices to gain further exposure to reading and to practice basic skills in maths as timetabled by their class teacher.</p>									
DHT to support a phonics group daily					From summer term, the DHT has continued to support a daily phonics group by teaching 1 hour session 5 days a week with a targeted group.	<p>Phonics screening baseline (32 taken as pass mark) as at 8th March shows:</p> <table border="1"> <thead> <tr> <th>Average Phonics Score 16th March</th> <th>Average Phonics Score 30th April</th> </tr> </thead> <tbody> <tr> <td>10.55</td> <td></td> </tr> <tr> <th>Amount children pass 16th March</th> <th>Amount children pass 30th April</th> </tr> <tr> <td>1/18</td> <td>3/18</td> </tr> </tbody> </table>	Average Phonics Score 16th March	Average Phonics Score 30th April	10.55		Amount children pass 16th March	Amount children pass 30th April	1/18	3/18	
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DHT to provide small group tuition to a targeted					From summer term, the DHT has supported a thrice weekly maths group by teaching 30 minute sessions with a targeted group.	<table border="1"> <thead> <tr> <th></th> <th>End of Spring 2</th> <th>End of Summer 1</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td></td> <td></td> </tr> <tr> <td>Child 2</td> <td></td> <td></td> </tr> </tbody> </table>		End of Spring 2	End of Summer 1	Child 1			Child 2		
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Child 1															
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group in Y5						Child 3		
						Child 4		
						Child 5		
						Child 6		
DHT to provide coaching for Year 6 QFT in maths based upon NCETM curriculum prioritisation grid					From summer term			
PM to introduce an ELSA breakfast to support children returning to school in years 5 & 6 who are struggling with transition in the morning					From 15th March when the issue was identified			

s (anxiety)						
PM to introduce an ELSA breakfast to support children returning to school in years R & 1 who are struggling with transition in the mornings (ready to learn)					From 15th March when the issue was identified	
DHT to support 2 Year 1 pupils who require emotional support in the mornings					From summer term	
Tuesday Tuition - ELSA sessions for years R, 4 & 6					From 8th March children identified via safeguarding concerns during lockdown/ wellbeing assessments and parent communication during lockdown.	

Total spend: £4377

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments	Next steps - 2nd half of year
<p>Supply</p> <p>To deploy staff to ensure that the school runs safely and effectively</p>	<p>Education for pupils remains consistent whilst ensuring safeguarding and health and safety standards are not compromised</p>	<p>Bubbles remain open during staff absence where allowed to do so</p>	<p>£170 x 11 = £1870</p>	<p>Louise Roberts - Headteacher</p>	<p>Number of additional teacher supply days in autumn term = 11 which allowed SLT to continue to provide out of class support whilst headteacher was working offsite and Pastoral Manager was absent. This cannot be measured in terms of impact upon learning, but is vital in ensuring adequate leadership and management and safeguarding coverage for the school.</p> <p>On 1st April, a member of SLT returns from maternity leave and will be back in the Year 3 class. The DHT started in January 2021, therefore ensuring that there is adequate SLT capacity in school.</p>	<p>There should be no further requirement to invest catch up funds to support SLT capacity.</p>
<p>Zoom</p> <p>Put in place a video conferencing system to ensure parental engagement in</p>	<p>Ensure that our strong parental partnership continues and that parents feel informed</p>	<p>Parents say that they are informed about their children's progress and actively contribute to school life</p>	<p>£173</p> <p>Zoom premium</p>	<p>Cath McGuiness School Business Manager</p>	<p>Weekly celebration assemblies</p> <p>Increased from: 43 callers on Friday 8th Jan to 63 callers on Friday 5th Feb</p> <p>Autumn term parents evenings</p> <p>On average 90% of class attended parents evening</p> <p>Pastoral support meetings</p>	<p>Spring term parents evening</p>

parents evenings, assemblies and workshops	about their children's education			46 families attended the spring 1 event All staff and governors meetings have taken place on zoom. Additional meetings took place in the 2 months that remote learning was in place which supported teachers to enhance our remote learning offer and to develop subject leaders in accordance with our SDP.	
Total spend:		£2043			

Summary report

What is the overall impact of spending?

During this first half of the academic year 2020-21, catch up funding has supported staffing capacity to ensure adequate SLT cover, safeguarding needs to be met and to support class teachers where a specific cohort need has been identified from the baseline data. This has resulted in Year 2 making rapid progress from their low starting point at the outset of the academic year. This cohort achieved a GLD of 45.8% and therefore have also made progress against the end of EYFS as well as within their year group expectations. This support will continue into the second half of the academic year to ensure that the majority of pupils reach the end of KS1 expectations.

Reading has been invested in through a catch up reading breakfast (available to all pupils) and via the purchase of the MyON computer software (for all pupils in all year groups).

1. Reading breakfast - Difficult to calculate gains as although this was available from 8am, some children came just in time to eat and therefore did not read before the rest of their class entered. Where children were in early enough to benefit from having an adult hear them read and that adult providing tuition on applying reading strategies, gains on average of 6 months were made in KS2 whilst EYFS & KS1 children made more than typical progress in Read, Write Inc. groups. The reading breakfast will continue for the spring and summer terms, however this will not be funded from catch up funds.
2. MyON - Engagement with MyON was driven through the superstar reader award in celebration assemblies during the spring lockdown. Upon return to school, teachers in every class continue to drive the use of this package through a daily online leadership board. For children who use this resource frequently, their progress in Read Write Inc. groups or reading age has shown progress above typical. Parents have been informed regarding the benefits of reading regularly by the headteacher in the form of a return to school meeting and via regular newsletters. Parent engagement for celebration assemblies during the remote learning period was high and MyON was highlighted every week. Next steps are for the reading lead to consider the use of reading records and MyON to further progress the number of children and the frequency at which they read for pleasure.

Remote learning has been a focus for us as a school and plans were set in place in summer term 2020, with a clear vision as to how remote learning would work. Resources that would support teachers in the delivery of remote learning were identified and purchased with catch up funding. The remote learning lead assessed our provision alongside teacher workload on a bi-weekly basis and progress can be seen in our Remote Learning Review documentation.

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £