

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](#). 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](#) 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.

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.

Useful links

[Gov guidance Catch up premium](#)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

Section 1: Contextual information

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| School | Tron CP School | Total pupil number | 158 | Total catch up funding | £ 12,640 |
| | | Total Spend £12,250 | | | |
| Identified priorities for catch up (summarised from SDP) | | | Reason for selection of priority (summarised from SDP) | | |
| A | To further improve Teaching and Learning in reading to ensure all pupils make strong progress and meet or exceed national expectations in reading. | | Current data (October 2020) shows that across the school the number of pupils working at ARE has decreased. This academic year all staff have received whole school RWI training to ensure we are following the program accordingly. Last academic year we invested in RWI books to support teaching of the program and reading at home. Books are matched to what children are learning in class. | | |

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| | | <p>There are a greater number of children in KS1 working below ARE so in addition to daily RWI lessons interventions are also provided throughout the school day.</p> <p>Due to children in Year 3 having missed taught RWI during school closures, assessments have been carried out to assess gaps in children's knowledge. Assessments show that some further RWI teaching is needed for some groups in year 3.</p> <p>The number of children working at ARE in KS2 has dropped and assessments show children need further support to develop fluency and comprehension skills.</p> |
| B | To continue to further improve levels of attainment and rates of progress in writing to meet or exceed national expectations in writing. | <p>Current data (October 2020) shows that across the school the number of children working at ARE has fallen. Year 2 has been identified as a priority group. The English co-ordinator will work closely with the year 2 teacher to moderate writing and plan accordingly. Quality first teaching of RWI will help support children in their writing.</p> <p>Assessments and class teacher observations show that children are finding it difficult to write sustained pieces of work and need support ensuring SPAG are used accurately.</p> |
| C | To continue to raise standards in Mathematics so that attainment and progress levels meet or exceed the national averages for ARE or GD. | <p>Current data (October 2020) shows that across the school the number of children working at ARE has decreased and the number of working towards ARE has increased. Year 3 is a priority year group with the biggest increase in the number of children working towards ARE. The year 3 class teacher and Maths lead have identified the gaps in children's learning.</p> |

Section 2: Detailed planning, review and evaluation

| Priority A | To further improve Teaching and Learning in reading to ensure all pupils make strong progress and meet or exceed national expectations in reading. | | | | | | TOTAL COST | £750 |
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| 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 £1300 | Progress Review 1 Date: | Progress Review 2 Date: | Final evaluation (against success criteria) Date: | |
| Teaching of the RWI programme across the school is strong and pupils make good progress from their starting points. | <ul style="list-style-type: none"> - All staff to have completed 2 day RWI training and access the online portal for support. - Monitoring by Head of School and English lead ensures that staff are following the program accurately and are supported where needed. - Purchase resources where needed. | EEF- High Quality Teaching for all | <ul style="list-style-type: none"> - SLT to lead training sessions with teachers and staff. - Monitoring by SLT ensures that staff are following the program accurately and are supported where needed. | £150 RWI resources. | | | | |

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| Pupils in KS2 make good progress in reading from their starting points with increased fluency and comprehension skills. | <ul style="list-style-type: none"> - Nesy Reading and Spelling Program is used to support pupils in KS2 who have identified as needing extra support with reading and spelling. - Pupils have access to a wide range of books at their levels. | EEF- Targeted Academic Support | <ul style="list-style-type: none"> - Training for staff. - Monitoring of intervention/progress and impact by SLT. | £600 Year Subscription for all KS2 pupils. Pupils will be able to access the program from home if needed. | | | |
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| Priority B | To continue to further improve levels of attainment and rates of progress in writing to meet or exceed national expectations in writing. | | | | | | TOTAL COST | £8,300 |
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| 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 1 Date: | Progress Review 2 Date: | Final evaluation (against success criteria Date: | |
| Clicker 8 and Clicker Writer are used by pupils to support in overcoming barriers to writing. Pupils are motivated, engaged, | <ul style="list-style-type: none"> - SLT to attend demo webinar with Crick Software 20/11/20 - Purchase software and liaise with ICT4 to ensure Click Writer is on all ipads | National Literacy Trust Report 'Teachers' use of Crick Software to support Literacy' 2019 highlights the impact the software can | <ul style="list-style-type: none"> - Software to be used as a whole school tool as part of Quality First Teaching. - Monitoring of the use through discussions | £2,700 For a 3 year subscription | | | | |

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| confident and enjoy their writing experiences. | <ul style="list-style-type: none"> - and Clicker 8 on Windows. Staff training for all staff members to ensure they are confident with using the software and how it can be used to improve writing across the school | <ul style="list-style-type: none"> - have on helping pupils overcome barriers to writing. -EEF High Quality Teaching for all. | <ul style="list-style-type: none"> - with staff, pupils, book looks, lesson observations, end of term assessments. | | | | |
| Targeted academic support further supports pupils with their writing to ensure good progress is made. | <ul style="list-style-type: none"> - HLTA to deliver high quality interventions. This may be small group or 1:1 intervention depending on need. - Extra TA support in Year 3 for targeted academic support. | <ul style="list-style-type: none"> - EEF- Targeted Academic Support - Pre-teaching | <ul style="list-style-type: none"> - Monitoring of effectiveness by SLT and class teachers. | <ul style="list-style-type: none"> - £1500 - £1400 | | | |

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| Priority C | To continue to raise standards in Mathematics so that attainment and progress levels meet or exceed the national averages for ARE or GD. | | | | | | TOTAL COST | £3200 |
| INTENT | IMPLEMENTATION | | | | IMPACT | | | |
| Desired outcomes <i>(success criteria)</i> | Action (by whom) | Reason for choice e.g EEF Supporting great teaching | Quality assurance of delivery | Cost | Progress Review 1 Date: | Progress Review 2 Date: | Final evaluation <i>(against success criteria)</i> Date: | |

| | | EEF Targeted support EEF Wider strategies | | | | | |
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| <p>Targeted academic support further supports pupils with maths to ensure good progress is made.</p> <p>Pre-teaching which is linked explicitly to the specific year group content supports pupils to make good progress in maths.</p> | <ul style="list-style-type: none"> - HLTA to deliver high quality interventions. This may be small group or 1:1 intervention depending on need. - Extra TA support in Year 3 for targeted academic support. | <p>EEF- Targeted Academic Support</p> <p>Pre-teaching</p> | <p>Monitoring of effectiveness by SLT and class teachers</p> | <p>£1600</p> <p>£1400</p> | | | |
| <p>Concrete resources/manipulatives support the teaching and learning of the Power Maths Programme.</p> | <ul style="list-style-type: none"> - Maths lead to audit current resources and purchase necessary resources that are needed. - Maths lead to ensure all staff are confident of how the resources can be used to support teaching and learning. | | | £200 | | | |