

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 on 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: Devonshire Junior Academy		Amount of Covid Catch Up Funding received:		29600	
Areas which are barriers to achievement and require 'catch up' support					
In-school barriers <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.	Language deficit - children have not had access to an enriched vocabulary outside of the school environment				
S2	Lack of age appropriate phonic knowledge and reading skills				
S3	Lack of access to a wide range of reading materials in order to apply phonics, improve reading comprehension and enhance a love of reading.				
S4	Poor reading comprehension				
S5	Poor sentence knowledge and grammar for writing				
S6	Increased social and emotional issues due to known and unknown adversity during school closure / lockdown				
S7	Lack of basic skills in maths and literacy had been exacerbated due to lack of opportunities for application				
External barriers <i>(issues which also require action outside school, such as low attendance rates, parental support)</i>					
E1	Lack of parental support				
E2	Access to reading materials at home				
E3	Lack of aspiration				
Barrier (e.g S1, S2 etc)	Action – including why you have chosen this approach	Intended Outcome	How it will be measured	Cost	Evaluation
S1 S3 S4 S5	Introduce Reading Plus across Years 4-6 Reading Plus is a web-based program that builds upon the foundational skills of phonics and phonemic awareness to develop silent reading fluency, comprehension (deeper understanding), and re-engaging reluctant readers in Reading for Pleasure.	Reading Plus will accelerate silent reading speed and increases pupil's reading stamina. It will develop understanding of vocabulary and comprehension.	Integrated baseline and benchmark assessments measure gaps in learning and evidence impact.	£9000	

S7	Before school small group intervention to those who have been identified as having gaps to age related expectations in maths.	Targeted support to close gaps	Data, assessments, moderation.	£1000	
S2	Support to identify and address gaps in phonic knowledge and application. Small group intervention programmes. There is extensive evidence supporting the impact of high-quality small group tuition as a catch-up strategy which will be overseen by class teachers and the school inclusion lead.	Reduced gap in age appropriate phonic knowledge, which translates to both reading and writing.	Data, assessments, moderation	£1000	
S1	Online resource to support language development for children who had recently joined school and were new to the country.	Accelerate knowledge of English language that will impact on subjects and socially.	Assessments, pupil profiles, pupil voice.	£400	
S1 S2	Technology to support online learning programmes in school.	More children have more access to intervention programmes in class in order to accelerate progress.	Assessments, data, pupil voice and monitoring activities.	£3500	
	SIMS App for teacher iPad to monitor and track progress of all pupils Teachers access attainment tracker	Improved understanding of achievement, gaps, coverage and therefore inform teaching and learning.	Data, assessment, teacher voice, monitoring schedule.	£468	
S3	Purchase a wide variety of reading books for whole school in order to expose children to a variety of texts and authors which will enhance reading for pleasure.	Improved reading outcomes and engagement with books.	Assessment, data, pupil voice, teacher feedback.	£2000	
S3	Phonic specific reading books for children with phonics gaps that are specifically for older / KS2 children	Improved reading outcomes and enjoyment.	Assessment, data, pupil voice, teacher feedback.	£1000	
S4 S5 S7	Teacher led small group interventions to address gaps. Quality first teaching is imperative to increased progress.	Reduce attainment gaps	Assessment, data, moderation	£1500	
S6	Resources to enhance emotional and social support to children who have experienced adversity	Children will be able to express more easily if anything or anyone makes them feel	Pupil Voice	£500	

		uncomfortable or worse. Increased confidence in talking about something, and knowing who they can turn to.			
S6	Refurbish the garden room so that it is a safe, calm and comfortable space where children can be supported through social and emotional difficulties.	Improved emotional well-being and subsequently attendance, self-esteem, and attainment.	Data, pupil voice, pupil progress meetings, evaluations, holistic assessment.	£2000	