



St Edward's C of E  
Primary School  
Exploring faith, life and learning



## Coronavirus (COVID-19) Catch-up Premium

### COVID-19 CATCH-UP PREMIUM

Due to unprecedented disruption to our children's learning over the last few months, the government has set aside funding to try to address the impact of this lost time.

School allocations will be calculated on a per pupil basis, with mainstream schools receiving £80 per pupil in the years from Foundation Stage to Year 6.

The funding should be used to mitigate the effects of this disruption by using specific interventions and schools have the flexibility to spend the funds on those best suited to the school, cohort and circumstances.



## St Edward's C of E Primary – COVID 19 Catch-up Premium Plan 2020 -2021

### Background

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding 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
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
  - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
  - a [16 to 19 tuition fund](#)
  - an oral language intervention programme for [reception-aged children](#)

## **Funding Grant Conditions 2020 - 2021**

The Secretary of State for Education is providing financial assistance to local authorities for their maintained schools and for pupils that local authorities place in independent special settings, in the form of the coronavirus (COVID-19) catch-up premium for the financial year beginning 1 April 2020.

The Education and Skills Funding Agency (ESFA) will pay the first instalment of the catch-up premium to local authorities on behalf of the Secretary of State for Education on 30 September 2020.

The following terms and conditions apply to the catch-up premium paid on 30 September 2020. These conditions will be updated for future payments in 2021.

The catch-up premium rates and eligibility are set out in the [COVID-19 catch-up guidance](#).

### **This means that you should use the premium to:**

Local authorities must ensure that their maintained schools only spend catch-up premium funds in the following ways:

- for the purposes of the school; or
- for the benefit of pupils registered at other maintained schools, special schools, pupil referral units or hospital schools

Catch-up premium funds do not have to be spent by maintained schools, special schools pupil referral units or hospital schools, in the financial year beginning 1 April 2020.

Maintained schools, special schools, pupil referral units and hospital schools may carry some or all catch-up premium funds forward to future financial years.

## **Schools can use the catch up premium to secure improvements in the following indicators:**

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

## **Accountability**

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

## **Monitoring by Ofsted**

Ofsted will visit some schools during the autumn 2020 term to discuss how they are bringing pupils back into full-time education. These discussions may include plans schools have to spend their catch-up funding. Ofsted may resume routine inspections from Spring 2 2021 although the exact timings are being kept under review.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.

There is further information on monitoring and inspections in the [actions for schools during the coronavirus outbreak](#)

### Online reporting

You must publish details of how you spend your COVID Catch-up Funding online:

- the amount of income received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils

### How are we using the funding to benefit our children at St Edward's C of E Primary?

- Home learning is limited due to the current provision and can be developed further to improve access to learning at home for all pupils
- To address the gaps children have in learning due to lockdown in the summer term 2020
- To address the gaps children have in learning due to lockdown in the spring 1 2021 (January 5)
- To develop children's personal, social and emotional development
- To develop children's English and mathematical core knowledge/skills
- To close the attainment gap to be in line with previous years
- To support pupils who have fallen the furthest behind, using structured interventions, which may also be delivered one to one or in small groups
- To address gaps in learning as a result of missed education and forgotten learning
- To focus upon reading opportunities for children, including application of phonic knowledge
- Impact on children's mental health and wellbeing
- To ensure high quality teaching, Keyworker Focus/Target groups

Welfare	Types of Support
	Phone calls Application for other grants Food Parcels Home Visits Parenting Advice Signposting to other agencies IT Advice Debt management

## St Edward's C of E Primary COVID 19 Strategic Spending Plan

Academic Year 2020 -2021	£7,300.00	1 <sup>st</sup> Payment Autumn 2020	Number of pupils: 365
	£9,740.00	2 <sup>nd</sup> Payment Spring 2021	
Academic Year 2021 -2022	£12,171.00	3 <sup>rd</sup> Payment Summer 2021	
	<b>Total Fund Allocation:</b> £29,211		

Curriculum				
Targeted Support	Moving on Support	Summary of Actions	Cost	Impact / Evidence
Early Years  One to One & Small Group Tuition EEF - <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i>	Deploy a TA to deliver daily phonics one to one intervention for identified pupils to children in EYs	Analysis of data established as a baseline to determine short fall/loss of learning in key areas	£3,500	Analysis of data – 90% of targeted children making accelerated progress  Analysis of phonics data
Key Stage 1  One to One & Small Group Tuition EEF - <i>'There is extensive evidence supporting the impact of high-quality 1:1</i>	One to one / small group tuition	Employment of a TA3 in KS 1 unit to focus on moving on support programmes requested by class teachers. To carry out one to one small group work catch up for specific identified pupils and groups	As above	Analysis of data – 90% of targeted children making accelerated progress in identified aspects

<i>and small group tuition as a catch-up strategy.'</i>		Focus upon core knowledge and skill in English and mathematics  Reading 1:1 where required		
Years 3 and 4  Key Stage 2  One to One & Small Group Tuition EEF - <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i>	One to one tuition / small group support	Employment of a TA3 in KS 2 – Years 3 and 4 unit to focus on moving on support programmes requested by class teachers.  Focus upon core knowledge and skill in English and mathematics.  Reading 1:1 where required	As above	Analysis of data – 90% of targeted children making accelerated progress in identified aspects of learning from starting points and gaps in learning
Years 5 and 6  Key Stage 2  One to One & Small Group Tuition EEF - <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i>	One to one tuition / small group support	Employment of a TA3 in KS 2 – Years 5 and 6 unit to focus on moving on support programmes requested by class teachers.  Focus upon core knowledge and skill in English and mathematics.  Reading 1:1 where required	As above	Analysis of data – 90% of targeted children making accelerated progress in identified aspects of learning from starting points and gaps in learning
Year 2 – Year 5	Small group support	Teacher to deliver 30 mins intervention sessions across Y2 to Y5 with identified children 3 days a week.	£9,000	Analysis of data – 90% of targeted children making accelerated progress in

Maths Interventions from NCETM  (National Centre for Excellence in the Teaching of Maths)	Year 2 – Year 5			identified aspects of learning from starting points and gaps in learning
Year 3 and Year 4  Lexia Core 5	Small group support  Year 3 and Year 4	HLTA to deliver 30 mins intervention sessions across Y3 and Y4 with identified children 3 days a week.	£2,079	Analysis of data – 90% of targeted children making accelerated progress in identified aspects of learning from starting points and gaps in learning
Voice 21 Oracy Project	Whole school	Stage 1 Build the foundations of oracy teaching and learning in the classrooms across your schools through the development of teacher practice Stage 2 Embed oracy throughout the curriculum, culture, routines and core approaches of your school Continue improving and sustaining practice in your school, and cascade to other schools in your network	£2,500	Analysis of data – 90% of targeted children making accelerated progress in identified aspects of learning from starting points and gaps in learning



<p>Access to technology EEF - <i>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</i></p> <p>Laptops</p> <p>I-pads</p> <p>Dongle</p>	<p>Invest in Google Classrooms as the preferred platform for online learning for pupils.</p> <p>Ensure that pupils have access to appropriate IT at home.</p> <p>30 received 19 from the Government 11 from the LA</p> <p>35 from the Government</p> <p>4 received (2 donated by St Martins Church)</p>	<p>DfE grant of £1,500.00 to ensure that staff are trained effectively to deliver on line learning sessions using Google Classroom.</p> <p>97% of pupils have access to virtual lessons and on-line learning during the closure of class bubbles or national/ local lockdown.</p> <p>For those who do not paper copies provided in an accessible format for parents.</p> <p>Allocated on need</p> <p>Allocated on need</p> <p>Allocated on need</p>	<p>Mostly provided by external funding and devices from the DfE additional IT resources school</p>	<p>100% of pupils accessing virtual lessons due to bubble closure, have access to lessons and internet activities</p> <p>97% of children isolating (not part of whole class shut-down) have access to lessons and internet activities.</p> <p>Parental questionnaires</p>
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## Well Being and Mental Health

<p>Play Whole school</p>	<p>Whole school Play based learning sessions</p>	<p>Extra sessions allocated on the school timetable for play. Investment in play equipment throughout the school</p>	<p>£150 per class  (Donated by St Martin's Church)</p>	<p>Improved social skills and resilience Recorded behaviour improvement across the school.</p>
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Let's talk Lockdown workshops	Year 3 classes who have been identified as being the most in need Year group for extra support with their well-being after returning to school.	'The 'Let's Talk Lockdown' a workshop that helps children have fun, creative, and interactive space to process, express and explore their own journeys whilst in lockdown.	£800	Improved social skills and resilience Recorded behaviour improvement across the school. Teach children how to have time out, be more aware of the present moment and become in tune with their thoughts and feelings, then positively changing the way children feel about themselves.
Pyramid Clubs Pyramid Primary is provided to children in primary school, with activity content and material tailored to this group.	Small group support  Pyramid Club is a targeted programme for children who are identified as being quiet, shy, and behaviourally more likely to internalise.	Pyramid clubs run once a week for 10 weeks. The clubs are run by trained leaders, usually as an after school activity, but sometimes during the school day. Activities at the club are structured around circle time, art and craft, games, and food. Each session runs for 90 minutes with up to 12 children and three club leaders. Pyramid Primary is provided to children in primary school, with activity content and material tailored to this group.	£832	Supporting children's mental health and wellbeing Enhancing school achievement & employment Preventing crime, violence and antisocial behaviour
<b>Total Spend</b>			<b>£29,211</b>	