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

Section 1: Contextual information

School	St Hilary School	Total pupil number	246	Total catch up funding	£ 19,120
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
Priority A	Funding adult support required for additional TIS support and nurture groups - ensuring pupil well-being.		Well-being of all pupils to return at least to pre-lockdown levels – use TIS support and nurture group work to address individual need		
Priority B	Funding additional adult support in the two R/1 classrooms – creating capacity to provide wide-ranging intervention and personalised support		Immediately recognised the need for a range of interventions to enable the children to settle quickly and for Year 1s to have the interventions and support required to re-engage and to catch-up on the loss of their second half of their first year in formal education. Funfit groups / Phonics catch up sessions / Speech and language interventions / Nurture group work / sensory break support		
Priority C	Funding additional IT equipment and support to maximise the impact of online intervention resources, individualise online provision, benefit from AI in terms of teacher workload and best targeting children's needs		Children's basic skills have been held back during lockdown. This investment enables us to provide the juniors 1:1 and infants 1:2 access to IT equipment, which, among other things, will transform the children's ability to benefit from accessing online learning resources; enable teachers to plan and deliver an exciting, broad, balalnced, engaging blended curriculum; ensure all children have access to the IT equipment required to successfully access the Remote Learning Policy.		
Priority D	Funding resources to address the dip in all children's basic skills in core subjects.		Investing in online learning resources to best meet the children's intervention needs, with a focus on basic skills – arithmetic, maths reasoning, reading comprehension and English – Grammar, Punctuation and Spelling		

Section 2: Detailed planning, review and evaluation

PRIORITY A : Funding additional adult support required for additional TIS support and nurture groups - ensuring all pupils' well-being. TOTAL COST: £							
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies	Quality Assurance of delivery	Cost	Progress Review 1 Date:	Progress review 2 Date:	Final evaluation against success criteria Date
Children settled calm and ready to learn in each classroom	Additional TIS sessions addressing any identified well-being issues - **TIS Team**	Baseline assessment identified as a key area of need across the school	MB / class teachers	Built into TA timetable			
All children are ready to learn and secure in their learning environment demonstrating prior excellence in behaviour for learning	Nurture activities and sensory needs addressed, intervention sessions - **Class TAs**	Baseline assessment identified as a key area of need across the school	MB / RH	Built into TA timetable			
Teachers employ WRAPs methodology to ensure the well-being needs of all children are being met	Training – MB All staff to implement training in their practice - **Class teaching teams**	Baseline assessment identified as a key area of need across the school	AL MB / RH	1x staff meeting 1x TA in-school training			

Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 – 2021

PRIORITY B: Funding the additional adult support required in the two R/1 classrooms – creating capacity to provide wide-ranging intervention and personalised support TOTAL COST: £ 6700							
INTENT	**IMPLEMENTATION**				**IMPACT**		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies	Quality Assurance of delivery	Cost	Progress Review 1 Date: End of Autumn term	Progress review 2 Date: End of Spring Term	Final evaluation against success criteria Date After final assessment drop in Summer term
R and Year 1 children will settle to learning and develop concentration span in-line with previous years	Fun-Fit sessions and nurture groups A Wright	National picture: R / Y1 hardest hit. Significant need identified	CS / MB				
Children's basic skills in arithmetic, maths, reading and phonics are in-line with or above prior attainment for all	Phonics, maths, reading intervention and support Timetabled across the two classrooms to ensure all additional adult support has a targeted use. CS and JG		AL – maths KJ – English, phonics MB – SEND Feedback to RH in SLT	£6700 salary			

PRIORITY C: Funding additional IT equipment and support to maximise the impact of online intervention resources, individualise online provision, benefit from AI in terms of teacher workload and best targeting children's needs. TOTAL COST: £10,220 (supplemented from reserves)		
INTENT	**IMPLEMENTATION**	**IMPACT**

Desired outcomes (success criteria)	Action (by whom)	Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies	Quality Assurance of delivery	Cost	Progress Review 1 Date:	Progress review 2 Date:	Final evaluation against success criteria Date
Y2 – 6: Prior attainment maintained or bettered. Children with daily access to IT equipment supporting intervention / catch-up learning	Audit of current provision: **ND** Costing for various hardware options: IPad Vs Chromebook **CF / ICT4 / RH** Purchase and set up: **CF / ND / ICT4** Teacher training in best use: **ND /RH / iCT4**	All chld supported by access and benefit from online – targeted interventions managed for those with greatest need	RH – all in place and all accessing online provision				
Equipment set up and support planned to maximise use	Investigate increased iCT4 support and technical support required to set-up, run and maintain increased provision. **CF / ND**	As above	**RH**				

PRIORITY D :   Funding resources to address the dip in all children's basic skills in core subjects. TOTAL COST: £1950 / £1200

INTENT	IMPLEMENTATION	IMPACT

Desired outcomes (success criteria)	Action (by whom)	Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies	Quality Assurance of delivery	Cost	Progress Review 1 Date:	Progress review 2 Date:	Final evaluation against success criteria Date
Children's basic skills in arithmetic, maths, reading and SPaG are in-line with or above prior attainment for all.	Investigate use of Century tech Primary and other online learning resources, both in school and remotely to best address each individual's needs - **Class teachers** **Set up – RH, CF, ND**	AI facilitates personalisation of online working. Engagement Teacher workload – ready prepared resources, online assessment, increasing capacity for personalisation of work	AL / RH	Y3-6 century tech quote £1950 Y4-6 quote £1200			
All teachers fully proficient in utilising online learning support – especially AI functionality to aid planning and assessment	Technical support utilised to ensure teachers are maximising online resources – complete training for online resources as required – **Class teachers**	As above	AL	PPA / Staff meeting time			