

Catch-up funding action plan

Contextual information					
School name	Cuddington Primary School	Headteacher	Sue Mills	Academic year	2020 to 2021
Number of pupils	221	Funding allocation	£17,680	% PPG pupils	16%

Background

The government announced £1 billion of **funding** to support children and young people to catch up lost time after school closure due to the pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. For primary schools 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; and
- 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 school's programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs, and an oral language intervention programme for reception-aged children.

The school's **funding allocation** will be calculated on a per pupil basis. A mainstream primary school will get £80 for each pupil in from reception to year 6 inclusive. The school will receive funding in 3 tranches – 1. autumn 2020 – this is based on the latest available pupil data in the October census; 2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that the school will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds; and 3. summer 2021 term - a further £33.33 per pupil or £100 per place.

The DfE guidance states '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.'

Ref: Catch up premium, published 19 November 2020

Purpose of the action plan

1. To evidence how the school is using the COVID-19 funding to resume teaching the full curriculum following partial closure in the summer term 2020
2. To evidence how the school is using the funding for specific activities to support pupils to catch up as a result of lost teaching in the summer term 2020
3. To enable governors and trustees to scrutinise the school's plan for and use of catch-up funding. This includes consideration of whether the school is spending the funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Accountability

Written by	Sue Mills	Approved by governors	
Updated	March 2021	Reviewed by governors	

Rationale for use of funding

Our spending has been allocated based upon the Education Endowment Foundation (EEF) evidence-based approaches for catch-up in the document [coronavirus \(COVID-19\) support guide for schools](#) and using the recommended implementation strategies in the EEF document [school planning guide: 2020 to 2021](#).

Our strategic approach to the use of funding

We have adopted the 3-tier approach recommend by the EEF

Tier 1 Teaching and whole school strategies

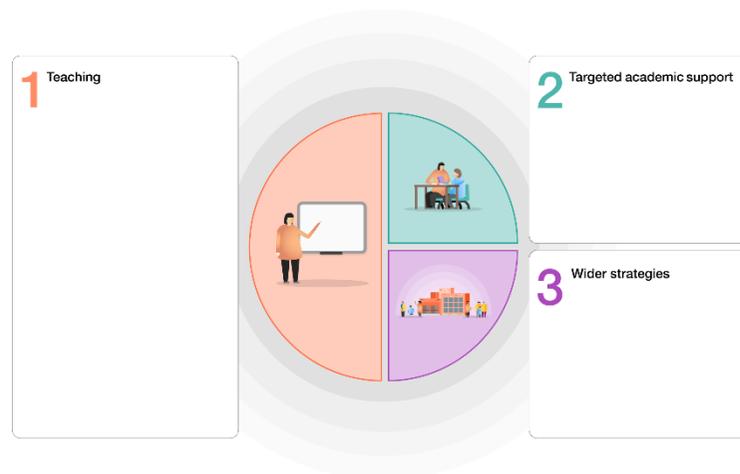
- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Tier 2 Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Tier 3 Wider strategies

- Supporting parent and carers
- Access to technology



Our catch up priorities

English – reading

- Our EYFS children are on track to achieve the Speaking and Listening ELG, Reading ELG and Writing ELG
- Our Year 1 and Year 2 children have fewer gaps in their phonic knowledge
- All children to continue to be immersed in texts and reading teaching which improves the reading and understanding of a wide variety of vocabulary
- To increase reading stamina over time
- To standardise our reading outcomes across the Trust to inform future teaching of reading.

English – writing

- To improve aspects of children’s handwriting
- Children to be enabled to improve their writing stamina
- To continue to develop the use of relevant and aspirational vocabulary in writing across all areas of the curriculum
- English Leaders across the trust to determine what has to be taught by the end of the academic year in writing

Mathematics

- To determine gaps in 4 rules of number

Evidence base

Some of our EYFS children have started with us in September 2020 with ‘below expected’ speech and listening/understanding (baseline on Insight)

Work in books
Work across areas of the curriculum
Monitoring work

<ul style="list-style-type: none"> To teach missed content To use the Ready to Progress documents to determine content that HAS to be taught by the end of the academic year 				
Wider curriculum				
<ul style="list-style-type: none"> 				
Behaviour				
<ul style="list-style-type: none"> To support the regulation of PP children's behaviour To ensure children are ready to learn each day To provide ELSA sessions for children we identify may need it following a period of partial school closure 				
Attendance				
<ul style="list-style-type: none"> To continue to monitor PP attendance so it is line with non PP children's attendance 				
Tier 1 Teaching and whole school strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Quality first teaching	English Resources (to support the immersion of high quality vocabulary)	£4325		
	Walkthrus Professional Development for staff to improve Quality First Teaching	£300		
	English Moderation (Autumn and Summer Term)	£1165		
Pupil assessment and feedback	Reading and Maths assessments to standardise outcomes at the end of Autumn (Reading), Spring (Reading)and Summer Term (Reading and Maths) (Y2, Y3, Y4, Y5, Y6)	£982		
Transition support	Teachers and Support Staff to focus on reconnecting after the first and second partial school closures as the children transition from home to school	£0		
	Specific ELSA sessions to support the regulation of challenging behaviours seen after the second partial school closure	£950		

Tier 2 Targeted approaches				
Intent	Implementation of strategy	Cost	Monitoring	Impact
One to one and small group tuition	Qualified Teacher to support small group work in Phonics, Reading and Maths in Year 3 and Year 4. (September – December 2020)	£5728		
	Targeted Reading, Writing and Maths support following end of Spring Term Assessments			
	TA cover in EYFS to ensure specific EYFS children access the Nuffield Language programme	£304		
Intervention programmes	Small group phonic intervention (Y1) Reading intervention (BRP) (Y2)	£1449 £2318		

Tier 3 Wider strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Supporting parent and carers				
Access to technology	Laptops provided for families who need technology for remote learning	£0 (School/DfE supplied)		
Wider curriculum				
Behaviour	Access to Mental Health First Aid Training FSW Wishes and Feelings ELSA sessions	£264		
Attendance	FSW weekly check on children's attendance	£0 (PPG used)		

Summary		
	Cost	Impact summary statements
Tier 1 Teaching and whole school strategies	£7672	
Tier 2 Targeted approaches	£9800	
Tier 3 Wider strategies	£264	
Total expenditure	£17,736	