



# Caythorpe Primary School

## Coronavirus (COVID-19): Catch-up Funding Plan 2020/2021

### Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Funding should be used for specific activities to support pupils to make up for lost teaching over the previous months.

The Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2020-21 '[School Planning Guide 2020-21](#)' has been used when producing this plan. The tiered planning model that focuses upon high quality teaching, targeted academic support and wider strategies has been adopted to map out how to spend the Coronavirus (COVID-19) Catch-up Funding, to ensure that academic and pastoral issues are addressed in a timely manner.

The COVID-19 Support Guide for Schools states that:

***“Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life”***

***“...for many pupils, compensating for the negative impact of school closures will require a sustained approach”***

***“...it is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities”***

With this in mind this plan should be scrutinised in conjunction with the Pupil Premium plan for spending and the School Development Plan.

<b>School name:</b>	<b>Caythorpe Primary School</b>
<b>Academic year:</b>	<b>2020/2021</b>
<b>Total number of pupils on roll:</b>	<b>105</b>
<b>Total catch-up budget:</b>	<b>£7,680 income</b> (based on 96 NOR in Oct 20), with planned <b>expenditure of £6,912</b>
<b>Date of review:</b>	<b>September 2020</b>

## Whole school support

“Great teaching is the most important lever schools have to improve outcomes for their pupils.”

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Complete and analyse baseline assessments in all year groups.	Identify starting points and gaps in learning.	Appropriate whole class, group and individual learning opportunities are planned.	£247	KB & HH	Supply cover to release staff to complete baseline assessments, analyse results and map out appropriate interventions.
Pupil Progress Meetings arranged.	Pupil Progress is tracked rigorously. Interventions have clear starting points and end points to show how effective they are.	Appropriate support is in place and outcomes for all pupils improves.	£247	KB & HH	Supply cover to release staff to hold Pupil Progress Meetings.
Effective remote learning plan put in place.	Staff, pupils and parents are prepared for remote learning. Remote curriculum provision is in place and online platforms are set up.	Staff are prepared and pupils education continues at home should unplanned school closures occur.	£200	KB & HH	Staff training is provided to support them in using online platforms to deliver effective remote learning.
<b>Total spend:</b>			<b>£694</b>		

## Targeted support

“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Implement the Nuffield Early Language Intervention to support language development in EYFS.	Improvement in children’s vocabulary, listening and narrative skills as well as development in phonological awareness and early letter-sound knowledge.	Solid foundations for early literacy and closing the gap between disadvantaged and non-disadvantaged pupils.	£60	SR	Supply cover to release early years support staff for training.
Implement Y1 & Y2 phonics interventions.	Y1 and Y2 pupils achieve the expected standard in the phonics screening check and data shows that we are at least in line with the National Average.	Y1 and Y2 pupils are ready for the next stages of their education and phonics skills are used and applied in everyday reading.	£1,368	KB & HH	Supply teacher known to the school and the children to deliver interventions.
Implement targeted reading interventions in Y3, Y4 and Y5.	Rapid progress in reading and pupils achieve at least age-related expectations.	Gaps in learning are filled and pupils use reading skills to gain knowledge and make progress across the curriculum.	£2,522	KB & HH	Supply teacher known to the school and the children to deliver interventions.
Implement targeted maths interventions in Y4, Y5 and Y6 with a focus on arithmetic.	Rapid progress in maths and pupils achieve at least age-related expectations.	Gaps in learning are filled and pupils use arithmetic skills to support them when problem solving in maths.	£2,280	KB & DO’M	Supply teacher known to the school and the children to deliver interventions.
<b>Total spend:</b>			<b>£6,230</b>		

## Wider support

“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behavior and social and emotional support.”

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Wellbeing Team to offer targeted support to staff, pupils and families who need it in a timely manner.  Resources to be purchased to support work in school.	Staff, pupils and families feel supported by school and appropriate provision is in place to provide a range of support via a range of internal and external resources.	Pupils and families feel happy, safe and supported.  Improved outcomes for pupils.	£247	AL & DL	Wellbeing Team to meet at least termly to share ideas, scrutinise current provision and consider resources needed.
Reestablish school rules and routines across the school.	Staff and pupils have high expectations of themselves and others which results in a purposeful and positive working/learning environment.	Staff and pupils feel happy and safe in school.  Improved outcomes for pupils.	£200	KB & HH	Whole school approach is required to reestablish school rules and routines. Staff meetings are used to set expectations and discuss any issues.
Rigorously monitor attendance across the school and target support where needed.	Overall attendance is at least in line with the National Average.  Attendance issues are highlighted, monitored and dealt with early to avoid ongoing problems.	Overall attendance is at least in line with the National Average.  Improved outcomes for pupils.	£494	KB	Wellbeing team to offer support to families who are struggling with attendance.
<b>Total spend:</b>			<b>£941</b>		

## Summary report

### What is the overall impact of spending?

Appropriate whole class, group and individual learning opportunities and interventions are planned and implemented across the school.

Improved outcomes for all pupils across all areas of the curriculum.

Staff, pupils and parents are prepared for the continuation of education at home should unplanned school closures or staff/pupil isolations occur.

Gaps in learning are filled, pupils are ready for the next stages of their education and the gap between disadvantaged and non-disadvantaged pupils is closing.

Wellbeing Team supports staff, pupils and parents so that they feel happy, safe and supported.

Overall attendance is at least in line with the National Average. Attendance issues are highlighted, monitored and dealt with early to avoid ongoing problems.

### How will changes be communicated to parents and stakeholders?

Changes will be communicated to parents and all stakeholders via staff meetings, the weekly newsletter, email, written letters and reports to parents and governors' meetings.

### Final comments

Due to continuing to operate in unprecedented times this plan will be flexible, subject to the changes that will occur throughout the school year. After such a turbulent time, the most important thing is to get everyone back into school safely, reestablish school rules and routines and reconnect our school community. Everyone has been affected by COVID-19 in one way or another and has had a different experience. Therefore, it is important that we baseline on return so that we find out the challenges and success that people have faced and have clear starting points.

**Final spend: £7,865**