

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 re to 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](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

Section 1: Contextual information

School	Mousehole	Total pupil number	103	Total catch up funding	£8240
Identified priorities for catch up (summarised from SDP)		Reason for selection of priority (summarised from SDP)			
A	To ensure year 1 pupils are appropriately supported in their return to school so limit the impact of Covid disruption on their social and emotional development and subsequent attainment. This support will extend to a smaller number of year 2s in the same class.	Lockdowns have had considerable impact on this cohort. Their ages and home contexts have lead to significant challenges with home learning engagement. Year 1: 9/15 = 60% are a concern Year 2: 6/12 =50% are a concern (NB lower level concern than yr1s)			
B	To ensure that pupils in Key Stage 1 catch up in phonics to support early reading development.	There are still significant gaps in phase 2 and 3 phonics understanding for most children in year 1. Phase 4 not begun for year 1 Small but significant number of children in year 2 have gaps I expected phonics knowledge. See also comments above about impact of lockdowns.			
C	To ensure select individuals across KS2 return effectively to School, regain academic confidence and quickly catch-up to peers by focussing on key knowledge in core subjects.	Concerns for small number of individuals with challenging home lives for whom lockdowns have had clear emotional impact. Significant number of individuals who had issues with remote learning engagement and/or prior attainment gaps: 27/63 = 42.9% of Key Stage 2. NB we expect a significant number of these to recover quickly.			

Section 2: Detailed planning, review and evaluation

Priority A	To ensure year 1 pupils are appropriately supported in their return to school so that the impact of Covid disruption on the social and emotional development and consequent attainment and that support extends to smaller number of year 2s impacted by lockdown.						TOTAL COST	£5406
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 7 th November 2020	Progress Review 2 Date: 20 th November 2020	Final evaluation (against success criteria) Date: 18 th December 2020	
T&L focussed small group working ensures rapid catch-up for specific groups in SEL, Wellbeing and Mental Health Focus for 5x yr1s and 2x year 2s	Ensure 3 members of staff with the class each morning including both class teachers on Wed. 2x mornings per wk 2x class teachers.	<i>EEF Wider strategies - SEL, Well-being and Mental Health</i>	Fortnightly updates with HT Monitoring and review from SMT 1/2 termly pupil progress reviews in staff meetings.	£969.90 TA - 6hrs/ wk for 1 term	Week after October half term. Good SEL progress for 3 individuals in yr1 attainment impact expected thorn the rest of term Separation anxiety greatly improved by changed start to day.	See tracking doc. For individual updates	See tracking doc. For individual updates	
Ensure the above leads to attainment gains over short and medium term specifically in maths fluency and writing	Extra 1;1 and small group catch up with class teacher (previously 0.6FTE) on Mon/Tues afternoons	<i>EEF targeted support: High-quality one to one and small group tuition</i>	Fortnightly updates with HT Monitoring and review from SMT 1/2 termly pupil progress reviews in staff meetings.	£4,436 0.2 FTE	Using NCETM ready to progress materials in maths. Writing work focussed on stamina and grammar (including spoken)	Yr1 below EXS of 15 Maths = 7 Reading = 5 Writing = 11 Yr 2 below EXS of 12 Maths = 4 Reading = 6 Writing = 7	Yr1 below EXS of 15 Maths = 5 Reading = 4 Writing = 7 Yr 2 below EXS of 12 Maths = 2 Reading = 3 Writing = 5	

Priority B	To ensure that pupils in Key Stage 1 catch up in phonics to support early reading development					TOTAL COST	£4436
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 7 th November 2020	Progress Review 2 Date: 20 th November 2020	Final evaluation <i>(against success criteria)</i> Date: 18 th December 2020
Ensure work of above target area also impacts on phonics attainment	Extra 1;1 and small group catch up with class teacher (previously 0.6FTE) on Mon/Tues mornings	<i>EEF targeted support: High-quality one to one and small group tuition</i>	Fortnightly informal updates with HT. Monitoring and review from AM 1/2 termly pupil progress reviews in staff meetings.	£4,436 0.2 FTE	See below	See below	See below
Achieve 80% of cohort at expected standard PSC Summer 2021	Redeploy an experienced HLTA as additional phonics support until Christmas.	EEF Targeted support	As above and final PSC results		Only 4 of 15 with secure knowledge of phase 2 and 3.	6 of 15 with secure knowledge of phase 4	3 of 15 still insecure at phase 4 NB: final evaluation at PSC in Summer term impact of further lockdowns prevented 80% achievement in PSC
Achieve 91% of cohort at expected standard PSC Autumn 2020	Redeploy an experienced HLTA as additional phonics support until Christmas.	EEF Targeted support	As above and final PSC results		5 of 12 insecure phase 5	2 of 12 insecure phase 5	Achieved 81.8% NB extenuating circs for 1 child

Priority C	To ensure selected individuals across KS2 return effectively to School, regain academic confidence and quickly catch-up to peers by focussing on key knowledge in core subjects.					TOTAL COST	£1455
INTENT	IMPLEMENTATION				IMPACT		

Desired outcomes (success criteria)	Action (by whom)	Reason for choice e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 6 th November 2020	Progress Review 2 Date: 20 th November 2020	Final evaluation (against success criteria) Date: 18 th December 2020
All children, families and staff are comfortable with a return to school and we maximise school attendance and staff performance	Establish clear protocols and effective rotas for infection control: bubbles, cleaning, hand washing, detecting and responding to positive cases etc.	<i>PHE and TPAT guidance on infection control. Level of anxiety in currently in community and especially amongst vulnerable staff and families.</i>	HT to monitor and review regularly with teaching and support staff. 'Checking in' with with vulnerable staff and families.	£808 TA - 5hrs/wk for 1 term Resources £435 2 way radios £108	Ongoing review Attendance rates: 97.78%	Ongoing review Attendance rates: 97.6% Particular progress noted for individuals See catch-up tracking doc.	Full complement of staff for Autumn term Attendance rates for term:
Class teams are able to communicate effectively to ensure effective planning and assessment	TAs to start 15mins earlier each day to facilitate comms with class teachers and still maintain above.	<i>Clear impact of bubble rotas on class team communication. EEF Supporting great teaching</i>	Feedback from teaching staff. Normal monitoring procedures.	£647 TA - 4hrs/wk for 1 term	+ve impact reported by Ts	+ve impact reported by Ts	+ve impact reported by Ts Continue into Spring term.
The school quickly identifies gaps in key knowledge to focus teaching and recovery plans.	Highlight a number of key objectives in core subjects that focus assess, plan, do cycle	<i>EEF Supporting great teaching - Curriculum adaptation</i>	CR and AM update and share KPI in reading and maths from FLiC		Completed Took significant amount of time.... Consider using tests next time around.	Clearly supported focus teaching	NB impact on wider core curriculum i.e. shape, measure elements of maths curriculum
	Once children have settled in school quickly establish accurate baseline to begin asses, plan, do cycle for individuals, groups and cohorts.	<i>EEF Supporting great teaching - Diagnostic Assessment</i>	CR to review results of assessments. Completed plans by 3rd week of term		Completed	Completed	See below

<p>Identified individuals and groups make rapid progress and catch up to peers</p>	<p>Use of experienced TAs and qualified teacher (from pre-school) to give same day intervention, pre-teaching and focussed small group work across KS2</p>	<p><i>EEF Targeted support</i></p>	<p>CR to monitor/support Maths. AM to monitor/support reading/writing</p>	<p>TA 6hrs/wk £970</p>	<p>Using NCETM ready to progress materials in maths. Writing work focussed on stamina and grammar (including spoken)</p>	<p>Maths Yr 3/4 fluency concerns 3/29 4 ops concerns 6/29 Maths Yr 5/6 FDP concerns 10/34 Fluency 13/34 English yr 3/4 Reading concerns 9/29 Writing concerns 8/29 English Yr 5/6 Reading concerns 17/34 Writing concerns 15/34</p>	<p>Maths Yr 3/4 fluency practice established largely only SEN related barriers noted. 4 ops concerns addressed. Maths Yr 5/6 FDP concerns addressed. Fluency concerns for 2/16 yr 5 5/18 yr 6 English Yr 3/4 Reading & Writing concerns 3/29 (SEN) English Yr 5/6 Year 5 concerns Reading 1/16 Writing 3/16 Year 6 concerns Reading 5/18 Writing 4/18</p>
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