**Covid Catch-Up Fund Plan**

What is the Covid Catch up fund?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The government are providing on off funding for the 2020-2021 academic year of £80 per child from reception to year 11 to be spent to ensure that schools have the support they need to help all pupils make up for lost teaching time. More details can be found in the [DFE publication](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium).

What should the grant be spent on?

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 guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).

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 [support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, academy councillors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding.

The [guidance on full opening](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

What can the funding be spent on?

Schools should plan to use the funding for the needs of their own pupils. They may choose to use some of this to take part in the 5-16 [national tutoring scheme](https://nationaltutoring.org.uk/ntp-tuition-partners), [academic mentoring scheme](https://nationaltutoring.org.uk/ntp-academic-mentors), or the <https://educationendowmentfoundation.org.uk/covid-19-resources/neli/>reception year early language scheme, all supported in the DFE guidance.

Alternatively, schools may write their own programme using resources such as the EEF toolkit to support needs identified in their own schools.

The areas suggested include:

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| **Teaching and whole school strategies** | | |
| Supporting great teaching | Pupil assessment and feedback | Transition Support |
| Great teaching is the most important lever schools have to improve outcomes for their pupils. | Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. | All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19 |

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| **Targeted Support** | | |
| One to one and small group tuition | Intervention programmes | Extended school time |
| There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy | In order to support pupils who have fallen behind furthest, structured, proven interventions, which may also be delivered one to one or in small groups, are likely to be necessary. | In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils before or after school. |

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| **Wider strategies** | | |
| Further information on these strategies including Supporting parents and carers | Access to technology | Summer support |
| Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. | Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. | Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. |

Further information about these strategies, including impact can be found via the [EEF Covid Catch-up publication.](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

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| **School:**  **Rowley Park Academy** | **Amount of Covid Catch Up Funding received:** | **£14,560** |

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| Areas which are barriers to achievement and require ‘catch up’ support | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills, social and emotional issues, lack of age appropriate phonic knowledge)* | | | | | |
| S1. | **Lack of age appropriate phonic knowledge and spelling ability** | | | | |
| S2 | **Poor understanding of grammar and punctuation** | | | | |
| S3 | **Ability to comprehend texts at an age appropriate level** | | | | |
| S4 | **Stalled progress made due to COVID closure across core subjects.** | | | | |
| S5 | **Limited Oral language** | | | | |
| S6 | **Pupils ability to self-regulate and control emotions** | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates, parental support)* | | | | | |
| E1 | **Lack of participation in sports/physical activity** | | | | |
| E2 | **Access to materials for home reading** | | | | |
| E3 | **Access to tech at home to complete homework/support remote learning** | | | | |
| **Barrier**  (e.g S1, S2 etc) | **Action – including why you have chosen this approach** | **Intended Outcome** | **How it will be measured** | **Cost**  Breakdown to detail each individual cost area eg salary, resources etc | **Evaluation** |
| **S1, S2, S3, S4, E2** | Purchasing of ICT equipment to enable more staff to be able to provide remote learning on top of teacher delivered sessions meaning we can cater for groups of children. | Children can be catered for by more members of school staff on a wider scale covering a range of subjects and support for school groups e.g SEND, EHCP, reading groups | Attendance measured on class registers for school closures. | £3000 | Purchased. School was able to deliver online sessions to groups of children SEND, EHCP, target children. |
| **S1** | Purchase ‘The Spelling Shed’ whole school spelling scheme – designed to improve spelling ability through an interactive, whole school approach. | To improve phonic knowledge and spelling ability across the school. | Termly Spelling assessment  The spelling shed teacher tracker. | £199 subscription for whole school package | Purchased and being used across the school. |
| **S2** | Staff to complete The write stuff training – to train staff to deliver a consistent and exciting approach to improve sentence structure and creative writing. | To improve pupils ability to write creatively with improved grammatical structure. | Writing assessment/SIMS tracker | £1299 | Purchased – On going training delivered to staff |
| **S3** | Staff to complete hooked on books training– to promote a love of reading and improve comprehension and ability to discuss texts confidently. | Increased participation with reading in school and at home. Improvement in Pupil’s comprehension and being able to discuss texts more confidently. | Reading assessments Pupil voice Hooked on book ‘looks’ | £1299 | To be purchased at a later date. |
| **S4** | To hold after school booster sessions for identified pupils across the school – using familiar skilled adults to teach booster sessions for identified gaps in learning. | Children to demonstrate increased knowledge and understanding with gaps identified in learning. | Trackers/school data  Termly assessments | Hourly rate average - £10.90  8 x weekly sessions across 30 weeks = 120 sessions = £2616 | To be allocated once formal assessments had been done. |
| **S5** | The Nuffield Early Language Intervention (NELI) – can be used across EYFS and Year 1 to support language development. | To improve the language of pupils within early years and year 1. | Use of assessment materials provided within the package to track progress | Requested EEF supported programme – Free  If not selected  £195 training  £375 for resources | Purchased and started with identified children. |
| **S6** | Purchase Hope training and resources - to support the children’s ability to regulate, control and communicate their emotions. | Identified children demonstrate improved behaviour, self-esteem and ability to control their emotions. | Boxall Profile | Hope training - £200  Resources to support children’s emotions £300 | Purchased – looking at additional resources and training |
| **S6** | Purchase Jigsaw resources to support the PSE/PSHE curriculum and the children to support their mindfulness, help regulate and control emotions. | Provides a clear structure to enable staff to support children with regulating and controlling emotions, building self-esteem as well as celebrating diversity. | Book looks, pupil voice, lesson plans. | £1500 | Purchased Scheme |
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| **E1** | To provide more opportunities for physical activity and competitive sports through sport provider Bee Active – fun, exciting clubs that builds confidence and self-esteem. | Increased participation in after school clubs for identified children (PP, Behaviour/wellbeing). Increased confidence and self-esteem. | Attendance registers. | £2000 for the year | Purchased in the Autumn term and summer term.  Lockdown in Spring |
| **E2** | To purchase reading materials (books/subscription to an online platform) for home reading that aids parents with guidance to support home reading. | Increased engagement with reading at home with parents. Increased parent confidence in developing children’s reading. | Online tracker to track engagement.  Reading data  Parent voice. | £2000 | Order put in for new reading books, class packs, library books. |
| **E3** | Support identified families with access to technology at home – tablet/internet dongles. | Increased participation with homework set leading to progress. | Platform trackers to monitor engagement.  Data trackers | £4000 | During Lockdown we received 35 devices from the DFE and internet SIM cards from phone companies meaning £4000 for devices wasn’t needed for tech for the children. Re-allocated to staff devices to support remote learning. |

Finance checklist – ongoing spend tracker

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| Date | Barrier Code | Action | Spend | Breakdown – hourly rate/resource |
| 9.20 | S1 | Purchase The Spelling Shed – introduced to Year groups 2-6. | £199 – yearly subscription | NA |
| 10.20 | S5 | Applied for Nuffield Early Language Intervention. Our school was identified as requiring the support/programme. | Free Resources due to school allocation £0 | NA |
| 10.20 | S6 | Purchased resources to support The listening Ear approach(Hope) | £361.16 | £111.16 – supporting books and post boxes.  £250.00 – Hope Training |
| 11.20 | S2 | Purchased The Write Stuff Training – Introduced across the whole school Reception – Year 6. | £ 749.99 | NA |
| 16.12.20 | S2 | Purchased classroom resources to accompany The Write Stuff scheme. | £293.00 | NA |
| 13.2.21 | S1,2,3,4,E2 | Purchased additional technology and software for teaching assistants to enable them to teach groups during the 2nd Lockdown. | £3010.00 | Laptops - £2475  Showbie Pro - £535 |
| 16.3.21 | E3 | Purchased technology resources to enable children to use the new ipads in school. | £445.12 | Jamf Pro license £93.12  Pro Ipad Cases £352.00 |
| 26.3.21 | S6 | Purchased Boxall profile License | £60.00 | NA |
| 23.2.21 | S6 | Purchased the Jigsaw PSHE scheme to implement across the school. | £995 | NA |
| 21.3.21 | E1 | Purchased resources required to run after school clubs – Yoga resources, Gardening club resources, forest school, Dance club | £304 | Dance Club = £40 per week x 6 = £240 |
| 31.3.21 | E2 | Purchased additional reading material to provide extra reading books, class set of books I should read in Y?  and additional library books. | £839.87 |  |
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| Total spend to date: | £7257.14 |  | | |
| Total resources left: | £7302.86 |  | | |