

Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 - 2021

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

Perranporth School		Total pupil number	218	Total catch up funding	£17,280
Identified priorities for catch up (summarised from SDP)		Reason for selection of priority (summarised from SDP)			
A	To raise standards in reading, writing and maths in Year 3 .	Year 3 has a number of pupils who are working below Age Related Expectation and have additional needs. There are several vulnerable pupils within the class who have both social and emotional needs as well as unstable backgrounds. The cohort was already a concern pre COVID – and strategies were in place, unable to continue due to COVID. Combined with mixed engagement over lockdown mean 42% of children only are on track for Y3 ARE reading, with 33% still requiring significant daily phonics support, 48% are also on track in Year 3 for maths.			
B	To ensure that pupils in Year 2 catch up in phonics to support them in reading and writing. To ensure that basic mathematical knowledge and procedures (place value), missed from Y1, are embedded and children are confident.	70% pupils requiring support in Phase 3 and Phase 5 especially. 86% children in need of support for reading comprehension (reading for understanding). 53% pupils requiring intervention and additional support for writing in order that they can work towards fully achieving the ARE in Year 2. 27% pupils requiring additional intervention to support basic mathematical knowledge and skills, particularly Place Value understanding and confidence.			
C	To ensure that the number of pupils in Year 1 who pass the phonics tests is in line with national averages and that 75% -80% of pupils meet ARE in mathematics.	60% of pupils in need of phonics support: 23% children phase 2 phonemes gaps, 37% children phase 2 blending gaps. 33% children recognising and writing phase 2 common exception words. 13% children early writing skills (13% are still mark making), 27% children segmenting for spelling and sentence structure. 10% of children needing significant support counting to 20. 43% of children require support to enable recognising and writing numbers to 20.			
D	To raise reading and writing skills and standards in Year 4 to increase the number of pupils on track to achieve Y4 ARE.	Early assessments show that 40% of the cohort need additional support to improve Independent Writing and Basic punctuation , extending sentences (an/or/but) and the organisation of writing - create and use a plan, link ideas together. 26% of children in need of additional support in Reading Comprehension Strategies – finding keywords, skim and scan, VIPERS, 2 mark answers (using evidence from text to support opinion)			

E	To support pupils in Year 6 , addressing gaps in understanding and developing skills in reading, writing and maths.	36% of pupils in need of additional support for Handwriting - letter formation, joined cursive style including correctly sized letters. 30% of pupils in need of additional support for Reading Fluency . This includes comprehension – deduction inference, prediction, finding evidence in text to support viewpoints. 17% of pupils need additional support and development of confidence in Mental Maths . This includes procedural fluency and knowledge and application of times table facts. 47% of pupils need additional support and development of confidence in mathematical Problem Solving , using of models and images to support working and conceptual understanding, being able to accurately identify operation needed and then apply efficient strategies for calculating. 17% of pupils requiring additional support for EGPS – including grammar and the functions of words. Use of accurate and appropriate punctuation and identifying and consistently applying tenses, using active and passive voice and subjunctive form. 27% of pupils also need additional support with spelling.
F	To support pupils in Year 5 , addressing gaps in understanding and developing skills in reading, writing and maths.	The Year 5 cohort has 17% of pupils requiring additional support in basic place value - counting (starting from a number and counting on) 27% Place value (recognising the value of a digit), 60% Multiplication fluency and confidence in recalling and applying multiplication facts. 57% of the class require support in developing Mental maths fluency, 63% reasoning and problem solving . The Year 5 cohort also require additional support in Literacy with 43% requiring help with consistent use of punctuation - Capital Letters and full stops. 50% requiring supporting in EGPS - Recognising word class and 63% Spelling patterns . 50% proof reading own writing- learning to ensure it makes sense. Reading skills also require additional support: 33% Predicting and inferring,
G	To support Reception pupils in the development of speech and language as a number of pupils are presenting with S&L needs.	An interrupted transition for Reception, some children are struggling in terms settling into school life and learning routines and expectation. 23% of pupils are in need of support to enable development of speech and language . 23% need support to develop vocabulary, narrative and comprehension through fun and engaging stories. 3% need significant support to recognise the phase 2/3 phonemes and digraphs and make sure that the corresponding graphemes are correctly formed
H	Investment in technology to support pupils in KS1 to access curriculum materials, catch-up interventions and digital support packages improving outcomes in English and Maths.	Pupils in KS1 have limited access to technology. The purchase of two class sets (x10 iPads per class) would enable teachers and teaching assistants to fully support pupil access to curriculum materials enabling effective catch up provision, interventions and digital support packages to be implemented.

Section 2: Detailed planning, review and evaluation

Priority A	To raise standards in reading and writing and maths in Year 3				TOTAL COST	£450 (approx)
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: 16th November 2020	Final evaluation (against success criteria) Date: July 21
70% of pupils on track for reading will have improved	Finance the release of SH – to enable a Y3 dedicated intervention afternoon each week.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings	Teacher cover from qualified	Week 1 went pretty well, although the children were very good at spotting the basic capital letter and punctuation errors that I wanted them to, but still were not 100 percent confident in	

70% of pupils on track for writing improved and standards in books evidence this.	Finance the release of SH – to enable a Y3 dedicated intervention afternoon each week.		records of intervention	teacher £450	applying these independently. The issue I had (and have) is that space on a Wednesday afternoon is at a premium - we settled for outside Year 4 in week 1, but had to contend with their recorder lessons (with door open!) and the general hubbub of that space. It wasn't ideal but we coped in week one. Week 2 Difficult to find a quiet place to work. Had to use a hectic KS2 intervention area, with the remains of Year 4's recorder lesson and LV's art activities making any real intervention impossible. Week 3 did not happen due to parent meetings.	
70% of pupils on track for maths will have improved	Finance the release of SH – to enable a Y3 dedicated intervention afternoon each week.					

Priority B	To ensure that pupils in Year 2 catch up in phonics to support them in reading and writing and basic mathematics				TOTAL COST	£500 (approx)
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: 16th November 2020	Final evaluation (against success criteria) Date: July 21
To support 70%-80 of pupils gaining the expected standard in reading and writing in KS1	Finance the release of SB – to enable a Y2 dedicated intervention afternoon each week to support reading understanding and comprehension.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings records of intervention	Teacher cover from qualified teacher £500	I have only had one session because the first one was Inset and then this week has been parents meetings. The one I did have it worked well to have that time out of the class and it was easier from the point of view of planning because I knew what had been done and was able to focus on clear weaknesses. I used the Power Maths books and worked on things the BAMS had highlighted as issues. It's been good having xxxx because when issues have come up during the week I can act on them that day, but I do worry that when I haven't got her I am going to have quite big gaps between the sessions. Overall I feel like I have lost intervention time if anything though, I know I have Sarah on a Wednesday but this is only an hour and is during PE or ukulele. Whereas in previous years it was four afternoons. I suppose it's just a case of getting used to a new system, that hasn't been helped by disruption to Monday's.	
To ensure that 80%+ of pupils pass the Y2 phonics test before Christmas 2020	Finance the release of SB – to enable a Y2 dedicated intervention afternoon each week to support additional phonics intervention.		Phonics screening support records and assessments			
75% of pupils on track for Y2 achieving ARE maths will have improved	Finance the release of SB – to enable a Y2 dedicated intervention afternoon each week to support additional maths intervention.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings records of intervention			

Priority C	To ensure that pupils in Year 1 catch up in phonics to support them in reading and writing and basic mathematics				TOTAL COST	£500 (approx)
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: 16th November 2020	Final evaluation (against success criteria) Date: July 21
To support 70% of pupils on track for achieving Y1 ARE in Reading and Writing.	Finance the release of RL/KG – to enable a Y1 dedicated intervention afternoon each week to support reading understanding and comprehension and writing development.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings records of intervention	Teacher cover from qualified teacher £500	I have been targeting phonics during covid catch up sessions. When I wrote the initial targets there were 11 children who were still working on Phase 2. Now there are only 4 remaining on phase 2 (One of these is on SEN support and I suspect at least one of the others will be moving onto SEN support in this academic year). The phonics intervention has been successful but I think this is also due to the daily phonics lessons. Fortunately, xxxx and I are in sync and both provide immediate intervention during lessons. The children who have received this covid catch up will need to continue to receive phonics intervention for their phase 3 phonics. I need to check in with xxxx regarding the maths intervention that she has been delivering. As with all of our intervention it is difficult as there are always disruptions, such as the meetings today. xxxx has been delivering speech intervention so on our Tuesday afternoon we have an hour each to lead the intervention or teach the class.	
To ensure that pupils are on track for 80%+ to pass the Y1 phonics test.	Finance the release of RL/KG – to enable a Y1 dedicated intervention afternoon each week to support additional phonics intervention.		Phonics screening support records and assessments			
70% of pupils on track for Y1 achieving ARE maths	Finance the release of RL/KG – to enable a Y1 dedicated intervention afternoon each week to support additional maths intervention.		Monitoring and review from SLT pupil progress meetings records of intervention			

Priority D	To ensure that pupils in Year 4 catch up in reading and writing and mathematics				TOTAL COST	£450 (approx)
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: 16th November 2020	Final evaluation (against success criteria) Date: July 21

To support 70%+ of pupils on track for achieving Y4 ARE in Reading and reading comprehension.	Finance the release of SMC – to enable a dedicated Y4 intervention afternoon each week to support reading skills, understanding and comprehension.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings records of intervention	Teacher cover from qualified teacher £450	V Useful - get more done in 10/15 mins in small groups than whole class sessions Children more responsive, you can deal with exactly what needs looking at and tailor it for that individual or small group. They are also remarkably honest "I don't get it/I need help with this" Used for maths - post and pre teach English - editing/explaining writing xxxx does my intervention on Thurs so it's good to pick up any she doesn't have time for or need more. Plus end of week is good as end of unit for maths/midway or end of writing session Challenges - who to support, tends to be the same children each week and across both subjects. so sometimes you wonder if they will achieve and if learning will 'stick' Working Space - ie quiet and no distractions, especially on a Fri pm I'm sure everyone feels like their class should continue after the 6 weeks and I'm no different! It works, easy to manage, and would be great to continue in some capacity.
To support 70%+ of pupils on track for achieving Y4 ARE in Writing.	Finance the release of SMC – to enable a dedicated Y4 intervention afternoon each week to support writing development, particularly independent writing, basic punctuation.				

Priority E	To ensure that pupils in Year 6 catch up in reading and writing and mathematics and that they are prepared fully for KS2 SATS				TOTAL COST	£450 (approx)
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: 16th November 2020	Final evaluation (against success criteria) Date: July 21
To support 80%+ of pupils on track for achieving Y6 ARE in Reading in KS2 SATs.	Finance the release of JMc – to enable a dedicated Y6 intervention afternoon each week to support reading fluency, understanding and comprehension.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings records of intervention	Teacher cover from qualified teacher £450	I have completed 2 covid catch up sessions which have been very effective. It is really useful to be able to take children in pairs or small groups and focus on specific skills with them without having other children around. So far, I have worked on problem solving (looking at a problem and just talking about the steps that are needed to solve it). This was very beneficial as the children I worked with are those who tend to be slower with their reasoning and we are able to discuss at length without other children knowing the answers and becoming frustrated with the slower children.	
To support 80%+ of pupils on track for achieving Y6 ARE in Writing inc EGPS.	Finance the release of JMc – to enable a dedicated Y6 intervention afternoon each week to support writing and punctuation development, inc handwriting.				Today, I worked on guided reading and how to interpret the question to know what is required to answer the question and how to find answers quickly. Again, this was useful as I could spend longer with the children and work at a slower pace.	
80%+ of pupils on track for Y6	Finance the release of JMc – to enable a dedicated Y6 intervention afternoon each					

achieving ARE maths.	week to support additional maths intervention				Going forward, my plan is to carry on the same programme and work on problem solving one week and reading the next. Spelling, handwriting and mental maths are being covered by xxxx on Friday afternoons.
XX to achieve Y6 standard for writing. XX to build self confidence as a learner and meet SEND targets.	Enable x2 vulnerable (PP & SEND) pupils to engage with the National Tutoring Programme on a 1:1 basis for 1 hour tuition for 15 weeks	EEF Targeted support	Monitoring and review from SLT Feedback reporting from NTP tutor.	£370	Delayed start due to second lockdown – now starting March 21.

Priority F	To ensure that pupils in Year 5 catch up in reading and writing and mathematics				TOTAL COST	£450 (approx)
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: 16th November 2020	Final evaluation (against success criteria) Date: July 21
To support 80%+ of pupils on track for achieving Y5 ARE in Reading.	Finance the release of LP – to enable a dedicated Y5 intervention afternoon each week to support reading fluency, understanding and comprehension.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings records of intervention	Teacher cover from qualified teacher £500	So I have led 3 sessions of covid catch up and I feel they have been really really useful!! During the first session, we focussed on word class (nouns, adjectives, verbs, adverbs and prepositions). At the start of the session, the children were very unsure and guessed a lot. By the end of their short session, they had a good understanding. This made a huge difference in the following weeks learning when we were looking at expanded noun phrases and prepositional phrases. Due to the catch up session, they were able to access and progress in the grammar lesson. In the second and third session we focussed on multiplication. Pupils that did not have strong multiplication fluency have found year 5 maths incredibly challenging. By working with pupils in these catch up sessions, pupils have practised targeted specific times tables, challenged themselves and learnt different strategies to learn them. There has already been a noticeable difference in their maths learning and again it has really helped them especially with long multiplication	
To support 80%+ of pupils on track for achieving Y5 ARE in Writing inc EGPS.	Finance the release of LP – to enable a dedicated Y5 intervention afternoon each week to support writing and punctuation development, inc handwriting.					
80%+ of pupils on track for Y5 achieving ARE maths.	Finance the release of LP – to enable a dedicated Y5 intervention afternoon each week to support additional maths intervention					

To support children in achieving Y5 ARE in English and Maths	Enable x2 groups of 3 vulnerable pupils to engage with the National Tutoring Programme on a 1:3 basis for 1 hour tuition for 15 weeks.	EEF Targeted support	Monitoring and review from SLT Feedback reporting from NTP tutor.	£425	Delayed start due to second lockdown – now starting March 21.	
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Priority G	To support Reception pupils to transition effectively into school having missed pre school settings due to COVID 19	TOTAL COST	£500 (approx)
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INTENT	IMPLEMENTATION	IMPACT
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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: 16th November 2020	Final evaluation (against success criteria) Date: July 21
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<p>Pupils with additional S&L needs are provided with targeted interventions to enable appropriate development of speech and language.</p> <p>Pupils in need of support to develop vocabulary, narrative and comprehension through fun and engaging stories. 3% need significant support to recognise the phase 2/3 phonemes and digraphs and make sure that the corresponding graphemes are correctly formed</p>	AW to provide weekly speech and language intervention and support to identified pupils presenting with need.	EEF Targeted support	Monitoring and review from SLT pupil progress meetings records of intervention	Teacher cover from qualified teacher £500	<p>So far the sessions are running well. The children enjoy the book talk session and it is stimulating a lot of talk between the children and myself. These are children that are probably not read to a great deal at home, and therefore, are lacking in vocabulary and not yet speaking in proper sentences (xxxx and xxxx particularly). Hopefully, over time, they will develop better oral language and language for thinking and this will put them on the path to being good readers!</p> <p>During the S&L session, I am focussing on the speech sounds that the children find difficult to produce in isolation and at the beginning of words (for example, xxxx cannot say the 's' sound), I am also focussing on modelling sentence structure and speaking in whole sentences. Again, xxxx and xxxx are the two that stand out as needing the most support, however, they are making small steps of progress.</p> <p>With xxxx, I am doing a general phonics session. She is really coming on and is remembering a lot of her sounds, but needs lots of support for fine motor development and writing.</p>	
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Priority H	Investment in technology to support pupils in KS1 to access curriculum materials, catch-up interventions and digital support packages improving outcomes in English and Maths.	TOTAL COST	£7000 (approx)
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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: 16th November 2020	Final evaluation (against success criteria) Date: July 21
Improved pupil outcomes in KS1 English and Maths particularly, by enabling teachers and teaching assistants to fully support pupil access to curriculum materials, effective catch up provision, interventions and digital support packages to be implemented.	AB to purchase x10 iPads for Year 1 and x10 iPads for Year 2 and two charging units for safe storage and appropriate charging.	Investment in technology, either providing pupils with devices or improving facilities available in school.	Monitoring and review from SLT pupil progress meetings records of intervention	x20 iPads £6000 x2 Charging and storage units £1000	Delays due to iPads being unavailable to purchase.	