

Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2021 - 2022

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 2021 2022.
- 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	213	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 4 and work with pupils to build both confidence and self-esteem to support the improvement of attitudes towards learning and consequently outcomes.	Year 4 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 that were in place became more difficult to continue due to COVID. Combined with mixed engagement over lockdown means only 58% of children are on track for Y4 ARE reading, with 19% still requiring significant reading support. 48% are on track to achieve ARE for writing and 58% ARE for Maths.			
B	To ensure that pupils in Year 2 catch up in phonics to support pupils in reading and writing. To ensure that basic mathematical knowledge and procedures (place value, addition, subtraction), are firmly embedded and children are confident to be challenged.	40% pupils requiring additional support in phonics to meet the Screening Test threshold. 86% children in need of support for reading comprehension and 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. 43% 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. Additionally, a number of pupils require additional support for their	At least 65% of pupils are in need of additional phonics support in order that they develop the knowledge and confidence to reading at ARE for Year 1. 48% of children require additional early writing skills intervention and 31% children segmenting for spelling and sentence structure. 15% of children needing support for counting to 20. 48% of children require support to enable recognising and writing numbers to 20.			

D	To support pupils in Year 3 in developing secure and confident reading and comprehension skills in line with Y3 ARE. To develop overall writing, sentence structure and punctuation skills in line with Y3 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. 34% of children in need of additional support in Reading Comprehension Strategies – finding keywords, skim and scan, VIPERS and using evidence from text to support opinion.
E	To support pupils in Year 6 , addressing gaps in confidence, secure understanding and the development of skills in reading, writing and maths to ensure pupils are working at Year 6 ARE.	33% of pupils in need of additional support for Reading Fluency . This includes comprehension – deduction inference, prediction, finding evidence in text to support viewpoints. 39% 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. 33% 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.	After an interrupted pre-school year, some children are struggling in terms settling into school life and learning routines and learning expectations. 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

Section 2: Detailed planning, review and evaluation

Priority A	To raise standards in reading and writing and maths in Year 4					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	Quality assurance of delivery	Cost	Progress Review 1 Date:	Final evaluation (against success criteria) Date: July 22	

		EEF Wider strategies				
70-80% of pupils on track for reading will have improved	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		
70-80% of pupils on track for writing improved and standards in books evidence this.	Finance the release of SMC – to enable a dedicated Y4 intervention afternoon each week to support writing development, particularly independent writing, basic punctuation.					
70-80% of pupils on track for maths will have improved	Finance the release of SMC – to enable a dedicated Y4 intervention afternoon each week to support maths skills, understanding and fluency					

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:	Final evaluation (against success criteria) Date: July 22
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		
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			
% 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	EEF Targeted support	Monitoring and review from SLT pupil progress meetings			

	week to support additional maths intervention.		records of intervention			
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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:	Final evaluation (against success criteria) Date: July 22
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		
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 3 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:	Final evaluation (against success criteria) Date: July 22

To support 75%+ of pupils on track for achieving Y4 ARE in Reading and reading comprehension.	Finance the release of SH – to enable a dedicated Y3 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		
To support 75%+ of pupils on track for achieving Y4 ARE in Writing.	Finance the release of SH – to enable a dedicated Y3 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:	Final evaluation (against success criteria) Date: July 22
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		
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.					
80%+ of pupils on track for Y6 achieving ARE maths.	Finance the release of JMc – to enable a dedicated Y6 intervention afternoon each week to support additional maths intervention					

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:	Final evaluation (against success criteria) Date: July 22
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		
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					

Priority G	To support Reception pupils to develop secure speech and language skills appropriate for ARE				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:	Final evaluation (against success criteria) Date: July 22
Pupils with additional S&L needs are provided with targeted interventions to enable appropriate	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		

development of speech and language.

Pupils in need of support to develop vocabulary, narrative and comprehension through fun and engaging stories. 23% need significant support to recognise the phase 2/3 phonemes and digraphs and make sure that the corresponding graphemes are correctly formed