

## Catch Up Funding Strategy 2020-2021

### Summary information

<b>School</b>	<b>Trenode Primary Academy</b>				
<b>Academic Year</b>	<b>2020-21</b>	<b>Total Catch-Up Premium</b>	<b>£7,800</b>	<b>Number of pupils</b>	<b>35</b>

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

That is why, alongside the universal catch-up premium, there is a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

**Catch Up Funding:** This funding will be provided in 3 tranches. 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. 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.

In this document it states:

- Tuition delivered by qualified teachers is likely to have the highest impact
- In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

- 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. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils

### **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, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

**National Tutoring Programme:** Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a national tutoring programme to provide additional, targeted support for those children and young people who need the most help.

For Primary Schools the programme will comprise of at least 2 parts:

- a 5 to 16 programme that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020
  - a reception year early language programme that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial
- 5-16 programme:

The 5 to 16 programme will increase access to high-quality tuition for disadvantaged and vulnerable 5 to 16-year olds.

Tutoring will begin from the second half of the autumn term and increase through spring term 2021.

Schools will be able to use their catch-up premium to cover the subsidised cost of the programme. Organisations will bid to provide sustained blocks of tutoring (15 hours) to pupils, rather than individual sessions. This funding will cover 75% of the per session cost, with schools paying for the remaining 25%.

Individual tutors won't be able to apply directly to the NTP for funding, but will be able to sign-up with the Tuition Partners selected for funding. Potential tutors can sign up through this sign-up form.

NTP Tuition Partners funding will be given out based on evidence of impact on attainment, safeguarding policies, and previous experience of working with schools at an organisational level.

The majority of this tutoring to be delivered in small groups (with one tutor and three pupils) to ensure that as many pupils as possible can benefit from Tuition Partners.

Tutoring may take place on line and can be delivered in or out of school time.

### Reception Early Language Programme:

The Department for Education is working with the EEF and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI). NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group. Participating schools will receive resources and will be able to access online training from the start of the spring term 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 Catch Up Funding Strategy 2020-2021 circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID19) 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.

#### Strategies may include

Possible Teaching and TA additional hours above those already budgeted for 2020 2021

- Staff training to support curriculum planning and improved quality first teaching
- Strategies to support parental engagement and pupil attendance
- Focused training on effective use of technology to support remote teaching and learning
- Pupil Assessments – materials and time to enable Teachers to assess pupil's wellbeing and learning needs
- Curriculum Resources
- Transition Support to support pupils into 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
- Use of catch up funding to support access to national tutoring programme

#### Useful Links

Gov guidance Catch up premium  
The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf  
EEF support guide  
EEF Teaching and Learning Toolkit  
EEF Assessing and monitoring pupil progress  
EEF Remote Learning Evidence Review

School	Trenode Primary Academy	Total number of pupils	35	Total catch up funding	£7800
Identified priorities for catch up			Reasons for the selection of the priority		
1	To close the attainment gap for children working below ARE or who have not made sufficient progress relative to starting points in Reading Writing Maths thereby mitigating the effects of the pandemic	Pupils have missed large chunks of their learning due to not being in school. This included the closure of the school and a small number of pupils, including disadvantaged pupils moving to Looe Primary Academy for the duration of the Trenode closure. Data shows us that some pupils who were behind before the lockdown have now fallen further behind. Prior to lockdown predictions for KPIs were: EYFS: 71% Phonics: 66% KS1: 100% in all 3 areas and 50% GDS KS2: 100% in all areas and 50% GDS			
2	To ensure that SEND, SEMH and PP pupils are able to settle quickly back into school and to make appropriate levels of progress to the end of the academic year	The majority of pupils in this category did not attend school after the school closed for lockdown and did not take up the offer of education at Looe Primary. Some of these children would have been more settled at home and prior to the pandemic, some were already a concern for attendance. EEF: The widest gaps exist for those who are SEND and/or some PP Targeted catch up required for Yr 1 and Yr 4 where there is the biggest SEND need and gap in attainment			
3	Early Years/Yr 1 and SALT	Accepted to join the NELI programme (SALT) SALT support required for some pupils, especially Yr 1 and EYFS 4 EYFS pupils – need to ensure that they achieve GLD and ELG goals Yr 1: significant need to ensure pupils are ready for formal learning by the end of Yr 1 – none of the cohort attending school during lockdown			

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>To diminish the difference in attainment between those pupils working at ARE and above and those pupils working below national expectations in reading, writing and maths, <b>especially in Yrs 1, 2 and 4</b>, and mitigating the impact of the pandemic.</p> <p>Priority 1 and 2</p>	<p>Employ an additional teacher one day per week Autumn Term and two days per week Summer Term to work in both classes across the days to increase the capacity for targeted interventions and targeted support for identified pupils in phonics, reading, writing and maths</p> <p>Autumn Term: £814.60 Summer Term: £1831</p> <p style="text-align: right;"><b>Total: 2,646</b></p> <p>EEF toolkit Feedback +8 months Small group tuition +4 months</p>	<p>Autumn Term: Accelerated progress across vast majority of Year groups in R,W,M.</p>	<p>SD/CP/JW</p>	<p>March 21 May 21</p>
<p>Targeted support for reading across the whole cohort to ensure that all pupils achieve at least reading age or free readers by the end of the academic year.</p> <p>Provide learners with better access to quality texts that can be used to inform assessment.</p> <p>Priority 1 and 2</p>	<p>Additional 15 mins TA time in KS2 each day one to one reading</p> <p>Cost Autumn Term: £72 Spring Term: £72 Summer Term: £186.55</p> <p style="text-align: right;"><b>Total: £331</b></p> <p>School Administrators to read with KS1 children for 15 mins per day at the beginning of the day</p> <p>EEF toolkit Small group tuition +8 months One to one tuition +5 months</p> <p>Increase reading band books at KS2 in range of brown to black.</p> <p style="text-align: right;"><b>Total: £550</b></p>	<p>Spring 2: No less that 2 points progress in all year groups .with 3 points progress in Yr 3nad 5 and 3.3 points progress in Yr 6</p>	<p>SD</p>	<p>March 21 May 21</p>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>To improve and encourage the development of language skills of reception age children, so that they make accelerated progress in the acquisition of language.</p> <p>Priority 1 and 3</p>	<p>To implement the NELI programme, which is a high-quality, evidence based, 20-week intervention. To include 1 SALT pupils in Yr 1.</p> <p>EEF toolkit Oral language interventions +5 months A trial of the programme found that children made on average three months of additional progress compared to children who were not enrolled in the programme.</p> <p>(TA cover for training, implementation) <b>Total £200</b></p> <p>Resource small world items to encourage speech and language for EYF and Yr 1 pupils. <b>Total £300</b></p> <p>Support for visual learners EEF +2 months</p>	<p>SALT involved and active for 2 identifies pupils, with a 3<sup>rd</sup> also being allowed access as part of the intervention programme. Evidence is beginning to show in ability to write as a result of increased language and vocabulary.</p>	<p>CP/CC</p>	<p>May 21</p> <p>July 21</p>
<p>Ensure that all pupils are able to show appropriate progress with phonics, including those Yr 2 pupils who did not access the national assessment Summer 2020.</p>	<p>Continue subscription of phonics packages to support improvement including Phonics Play and Reading Eggs.</p> <p>Increase teacher input for phonics to 2 sessions per day with guided embedded activities carried out by TA for EYFS pupils</p>	<p>Autumn Term: All but one pupil in Yr 2 passed the phonics screening test in Nov 20. The pupil not succeeding still made a 7.5% increase in score. 2 pupils made as much as 37% and 22% progress also.</p>	<p>CP/CC</p>	<p>June 21</p>

	EEF +4 months			
		<b>Total £400</b>		
<b>Total budgeted cost</b>				<b>£900</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Building relationships and providing regular catch up calls and communications with parents who have struggled to support their children with remote learning for whatever reason. The cohort is small enough to manage this for all pupils and with increased access for parents of children in disadvantaged groups.  Priority 2	Teachers, HT and SENDco to work with families to support learning at home and to provide guidance or small group activities to support on a daily basis.  EEF Parental engagement +3 months	Parental survey Feb '21 showed that all parents who contributed were very satisfied with the support that they received. Engagement with some parents has significantly increased and they are better able to support their children at home without stress. Parents of SEND children say that they have a better understanding of the academic needs and required support for their child.	JW/JS/SD/CP	Ongoing
To support families and their children ensuring all opportunities for learning are accessed appropriately by signposting families to the relevant agencies and support networks.  Priority 2	SENDCo and SEN Champion to use additional time gained with school closed to ensure that RON is accurate and that all external agency support is in place while at home and on return to school. E.g Autism Team for identified pupils.  EEF toolkit Parental engagement + 3months	Increased access by parents to external agencies including family support workers, SEMH services, social services, autism team and educational psychologist. E.g SEN Yr 6 shows a 2.5, 3.5 and 3 points progress increase in R,W,M.	HT/AL	Ongoing
<b>Total budgeted cost to Summer Term</b>				<b>£4, 427</b>
			<b>Cost paid through Covid Catch-Up</b>	
			<b>Cost paid through charitable donations</b>	
			<b>Cost paid through school budget</b>	
				<b>£4,427</b>