



## Catch Up Funding Strategy 2020-2021

### Wadebridge Primary Academy Catch Up Funding Programme

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.



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- 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.



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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 circumstances.



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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.

### 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](#)

### Section 1: Contextual Information

School	Wadebridge Primary Academy	Total Number of Pupils	390 (minus Nursery)	Total Catch Up Funding	£7,780 (Autumn Term)
Identified Priorities for Catch Up Premium		Reasons for the selection of the priority			
1	Spelling	Data shows us that spelling is a priority across the school. In addition, pupils in each year group have missed spelling rules usually taught in Spring/ Summer. Resources that identify the gaps and plan for next steps are needed to support learners.			
2	Early Readers (KS1)/ Readers who are behind age expected level	Due to missing some time in school, pupils in Y1 and Y2 have missed teacher led phonics teaching and the opportunities to apply their reading within decodable texts. Pupils are at risk of not passing the phonics screening check and therefore, not becoming fluent readers. Readers who were already behind (Y3 chn) have now fallen further behind.			
3	Maths	Pupils have missed large chunks of their learning due to not being in school. Pupils who were behind have now fallen further behind.			



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4	One to one and small group tuition: Bespoke and specific interventions for disadvantaged children and other pupils who are behind age related expectations.	For our disadvantaged pupils, the gap has got bigger and they have fallen further behind. Having completed baseline assessments, teachers have identified specific next steps in learning and 1:2:1 or small group tuition, bespoke to the pupil's individual needs would help to close this gap.
5	Supporting families who have low attendance and who are vulnerable	There are a group of families who engage less with the school, and who we know did not engage (much) with lockdown learning in previous terms, and want to support them in making the right choice to send their children to school regularly.
6	Supporting NQTs and NQTs + 1 early career teachers	Current NQTs and early career teachers did not have the full support during the Summer Term in 2020, and additional support would help with them with the teaching standard aspects that they feel they need help with. This is a decision based on need and mentor conversations (we have kept last year's NQT mentors the same so that they are still able to access this support when needed)



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Priority A	Spelling: To improve outcomes across the school.				Total Cost	£263.25	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
<p><b>-To achieve the national level for Spag in Y6.</b></p> <p><b>-For most children to be 'on track' at the end of the school year in spelling.</b></p> <p><b>-For children to be engaged and excited by their spellings with an element of 'competition' to motivate.</b></p>	<p>-Purchase 'Spelling Shed' <a href="https://www.spellingshed.com/en-gb/">https://www.spellingshed.com/en-gb/</a></p> <p>-Staff CPD session delivered</p> <p>-Communicate with pupils and parents.</p>	<p>EEF: Teaching and whole-school strategies</p> <p>EEF: Support great teaching</p> <p>EEF: Targeted support when used within interventions.</p>	<p>DT to lead delivery to staff, pupils and parents to ensure that it is effectively implemented.</p>	<p>75p per child (Confirm with MS) for Y1-Y6 (351 Pupils)</p> <p>Total: £263.25</p>			



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Priority B	Early readers and children who are behind age related expectations	Total Cost				£2349.95	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1  Date:	Progress Review 2  Date:	Final Evaluation (against success criteria)  Date:
<p><b>-Children who were on track in Y1 will pass the phonics screening check by the end of Y2. On track children will also meet the expected level in reading at the end of KS1.</b></p> <p><b>-Children who were ‘amber’ in Y1 will make better than expected progress.</b></p> <p><b>-Children who were on track in Reception will pass the phonics screening check in June of Y1.</b></p> <p><b>-Children who were ‘amber’ will make better than expected progress and will pass the phonics screening check.</b></p>	<p>-To purchase decodable texts for each Letters and Sounds Phase that can be read in school and at home.</p> <p>Purchase Phase 3 resources to support phonics lessons.  <a href="https://www.tts-group.co.uk/budget-letters-sounds-phonics-phase-3-kit-1014970.html?cgid=Primary-Literacy-Phonics">https://www.tts-group.co.uk/budget-letters-sounds-phonics-phase-3-kit-1014970.html?cgid=Primary-Literacy-Phonics</a></p>	<p>EEF: targeted support so that resources can be used within 1:2:1 and small group interventions for disadvantaged pupils (Intervention Programmes)</p> <p>EEF: Supporting great teaching within whole class phonics sessions</p>	<p>KLE to research appropriate texts to ensure they match Letters and Sounds are distributed across KS1.</p>	<p>£750 (+£750 Matched funding)</p> <p>£99.95 (excl VAT) for Phase 3 phonics box</p>			
<p><b>-Children who are working behind age related expectations will make</b></p>	<p>To purchase Nessy for children in KS2 who are showing signs of dyslexia,</p>	<p>EEF: One to One and small group tuition</p>	<p>DT and SJH to ensure that Nessy is in place</p>	<p>£700 for 70 pupils.</p>			



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<p><b>better than expected progress</b></p>	<p>are behind age related expectations and didn't pass the phonics screening check in Y1.  <a href="https://www.nessy.com/uk/product/nessy-reading-spelling/">https://www.nessy.com/uk/product/nessy-reading-spelling/</a></p>	<p>EEF: Supporting great teaching           EEF: pupil assessment and feedback           EEF: Intervention programmes.</p>	<p>to support our most vulnerable learners.           SLT to meet with teachers to discuss impact every 4 weeks (Friday pms).</p>				
<p><b>-Children who are working behind the age related expectations in Key Stage Two</b></p>	<p>To purchase reading books which are banded for the Key Stage Two.</p>	<p>EEF: Supporting Parents and Carers           EEF: Supporting great teaching but this is because we had given time for:           EEF: Pupil Assessment and feedback           EEF: One to one and small group tuition (for reading stages)</p>	<p>DT to choose and then guide staff through the book options and how they best can be used in both home .</p>	<p>£800</p>			
<p><b>-Children who are taking part in the NELI programme will make accelerated progress in acquisition of language</b></p>	<p>To take advantage of the NELI programme for Reception aged Children</p>	<p>EEF: Intervention Programmes           A recent trial of the programme found that children made on average three months of additional progress compared</p>	<p>EYFS Lead to ensure that the training and then roll out of the programme to be monitored and the impact tracked. This is all on the NELI</p>	<p>NIL</p>			



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		to children who were not enrolled in the programme	plan that we have been sent.				
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Priority C	Maths (specific support for strategies that will benefit the whole school)				Total Cost	£1404.00	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1  Date:	Progress Review 2  Date:	Final Evaluation (against success criteria)  Date:
<p><b>-For all pupils who were expected prior to Covid, meet the age related expectations by the end of this academic year (better than expected progress)</b></p> <p><b>-For all pupils who were 'amber' prior to Covid to meet age related expectations by the end of this academic year.</b></p>	<p>To purchase 'PiXL Primary' for pupils in Y1-Y6</p> <p>Names and classes etc and logins may need to be manually put onto the system.</p>	<p>EEF Intervention and targeted support</p> <p>EEF: Supporting Parents and Carers</p>	<p>RW to lead delivery to staff to ensure that it is effectively implemented.</p>	<p>£2700 over 3 terms – so £900 on this plan.</p>			
<p><b>-Years 4 and 5: For all pupils to make 4 points progress across the year.</b></p> <p><b>-For all teachers to use consistent resources across the school.</b></p>	<p>To purchase CGP workout books (bundle 1 x English, 1 x maths but have left this in the maths strand as one purchase) to support home learning</p>	<p>EEF targeted support</p> <p>EEF Pupil Assessment and Feedback (easy to assess progress with the books)</p>	<p>Maths and Eng lead to lead delivery to staff, pupils and parents to ensure that it is effectively implemented.</p>	<p>X 126</p> <p>£504</p>			



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	(homework) as well as home learning if not in school. These books also support interventions in school.	EEF: Supporting parents and carers				
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Priority D	One to One and Small group bespoke interventions for children who are behind ARE and disadvantaged/ vulnerable.				Total Cost	£3414.29	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1  Date:	Progress Review 2  Date:	Final Evaluation (against success criteria)  Date:
<b>3 disadvantaged AMBER children in Y5 to make better than expected progress in reading and maths.</b>	15 hours NTP at 1:3 (3 pupils will benefit from this)	EEF: Targeted Support  EEF: Small Group Tuition  EEF Intervention Programmes	Pre-meeting with teachers and intervention teacher. Intervention tracker as 15 hours progresses. Weekly catch up meetings between tutor and teachers. Post 15 hours testing to measure progress.	£213.75			
<b>For children who are behind ARE and our</b>	1 X TA 1.5 hours per week for 12 weeks in Y1	EEF: Intervention Programmes	Class teachers to prepare interventions	£192.06 £576.18			



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<p><b>disadvantaged children to make rapid progress (4 or more points progress) in maths, reading and writing.</b></p>	<p>1X TA 4.5 hours per week for 12 weeks in Y2</p> <p>1 X HLTA 4.5 hours per week for 12 weeks in Y5</p> <p>1x HLTA 3 hours per week for 12 weeks in Y6</p>	<p>EEF: Small group tuition/intervention</p>	<p>for HLTAs to complete if needed. Class teachers to ensure that these interventions are closely monitored with weekly meetings. SLT to ensure that close monitoring takes place.</p>	<p>£619.38 £412.92 = £1800.54</p>			
<p><b>For children who are behind ARE and our disadvantaged children to make rapid progress (4 or more points progress) in maths, reading and writing.</b></p> <p><b>To use the range of intervention resources that we have purchased via technology.</b></p>	<p>Agree pathway – need, resource and technology with JW prior to purchase/plan.</p> <p>Purchase 4 x iPads for use in KS2</p> <p>*iPad keyboards? Consider costs for future using dyslexia champion.</p>	<p>EEF: Wider Strategies: Access to Technology</p>	<p>Timetable for iPads in place for all KS2 classes to use for interventions.</p> <p>Support from Trust IT to get the iPads up and running.</p> <p>iPads to stay in school.</p> <p>Teachers and HLTAs to be responsible for care of iPads – overseen by KLE.</p>	<p>£1400 (3 x £350)</p>			

<p><b>Priority E</b></p>	<p><b>Focusing on pupils who have poor attendance x 10 hours (2 hours per week x 5 weeks initially) – contact with parents and working with them to ensure that their children attend where possible.</b></p>	<p><b>Total Cost</b></p>	<p><b>£111.50</b></p>
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INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
<b>Building relationships and providing regular catch up calls and communications with specific parents who are finding sending their children to school through the pandemic challenging.</b>	RW to work with office staff to prepare a document, using the attendance data and known information to create a plan of action for the families that are showing less strong attendance so far this term.  CL to then lead in contacting and communicating with those parents and writing up the journey.	EEF: Wider Strategies: Supporting Parents and Carers	RW to work with office staff to ensure that all families are supported and targeted	£11.50 ph  £111.50			

Priority F	Supporting early career teachers (whose practice was curtailed by the school closures) to further develop their practice and personal next steps. This includes our current NQT (JH) and our 3 NQT+1 teachers (AB, SB, JY)	Total Cost	£351.72
INTENT	IMPLEMENTATION		IMPACT



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Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
<p><b>To provide early career teachers with an opportunity to further develop a specific area of practice, through high quality peer observations and mentor meetings.</b></p>	<p>NQT and NQTs +1 to confirm date of 3 hours release time so that supply can be brought in to cover. Planning to be given to supply teacher. Peer Observations to take place in the morning so that the core subjects are observed by NQT and NQT+1s.</p>	<p>EEF: Supporting Great Teaching (early careers teachers)</p>	<p>SLT to discuss best use of 3 hours with previous and current mentees.</p> <p>SLT to plan for who NQTs should observe, in order to ensure they are observing best practice.</p> <p>Meeting to take place between mentor and NQT/NQT+1 (after the peer observation) to discuss what they observed and how they will further develop their practice in light of this. Next steps for professional development to be planned.</p>	<p>£351.72</p>			



Total: £7894.71

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