

Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. The Education Endowment Foundation has released its [‘School Planning Guide 2020-21’](#), which schools can use to develop their plans for the premium.

This plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

School name:	Eldon Grove Academy		
Academic year:	2020 – 2021		
Total number of pupils on roll:	510 (September 2020)	519 (March 2021)	521 (July 2021)
Total catch-up budget:	£36,650		
Date of review:	December 2020	March 2021	July 2021

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
CGP Home learning study/ revision guides R – Year 6 https://www.cgpbooks.co.uk/primary-books	Ensure Home Learning/Work to complete during a period of self-isolation/lockdown is age related and high-quality resource.	Continuity of learning which is in line with Curriculum ARE and maintaining standards in RW and M. Books will motivate pupils and provide support when required.	Total £3,381.50	Curriculum Lead V Varadinek Skelton	December 2020 - All purchased and distributed to pupils after class teachers carefully modelled in school how they are to be used/presentation, expectations etc. January 2021 - additional books for new pupils/more able provision. Well used throughout lockdown and as part of Home Learning.
Academic mentors English and Maths academicmentoring@teachfirst.org.uk	Teach First Tutoring Programme aims to: Support all pupils in ensuring subject-specific work with small groups. Provide 1:1 subject-specific work. Provide revision lessons. Provide additional support for those shielding or not in school.	Enabling pupils to catch up any identified loss of learning due to school closure/lockdown. Identified individuals/groups will make better progress in specific areas of English and Maths and reach personal targets.	No spend	English Lead S Stephenson Maths Lead E Fields	December 2020 - Not yet allocated from Teach First. Funds have been committed and school has been prioritised to have mentors in February 2021. March 2021 – Teach First were unable to provide Academic Mentors due to location of mentors and potential travel involved.
Total spend:			£3,381.50		

Targeted Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Additional Phonics teaching by experienced member of staff in Autumn term</p> <p>Y1 and Y2 Y1 Writing Spring term</p>	<p>Pupils have improved knowledge of phonics and are able to apply them to their writing and reading. High % of Y2 pupils pass Phonic Screening in December 2020 following intervention by SS/KI</p>	<p>Gaps identified and taught, pupils working at age appropriate phase and application evident in Reading and Writing Target met in Phonic screening in Y1 and Y2</p>	<p>Autumn £420 Spring term £620 Summer term £2900</p>	<p>English Lead/ KS1 Lead S Stephenson</p>	<p>December 2020 - Completed with good impact on phonics outcomes borne out by Y2 data in December. March 2021 update - 4 days - KI assessment and identification of needs following full opening of school. Additional support in Y1 & Y2 Writing required in Spring term, post lockdown/ assessment. Year 1 / 2 release KF to support with phonics and early writing. Covered by supply doing PPA 2.0 days weekly X 10 weeks.</p>
<p>Alliance Therapeutic Service www.alliancepsychology.com Sessions delivered by Children and Young People Psychology Therapist</p>	<p>Leading to improved mental health and wellbeing during the Coronavirus pandemic.</p>	<p>Improved wellbeing. Improved outcomes in learning due to increased self confidence. Improved relationships.</p>	<p>£2000 committed</p>	<p>PSA D Carr</p>	<p>Alliance Counselling Service - promoting and supporting the psychological wellbeing of individuals and families through the delivery of professional, ethical and responsive psychological therapy services. ½ day weekly until July. December 2020 - Currently free from Hartlepool LA. Free places offered in spring term until end March 2021. March update - funding committed for summer term awaiting costs TBC £2000.</p>

<p>ELSA support (Emotional Literacy Support Assistant)</p> <p>https://www.elsa-support.co.uk</p>	<p>Improved mental health. Emotional needs of identified pupils are met.</p>	<p>Improved confidence and self-esteem, relationships Improved learning outcomes.</p>	<p>£600</p> <p>£9,138.21</p>	<p>PSA D Carr</p> <p>ELSA Assistants L Wright D Greig</p>	<p>The ELSA intervention was originally designed to build the capacity of schools to support the emotional needs of pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. March 2021 update - 6 full days to release 2 ELSA trained assistants started 19 March 2021. 24 March- Following analysis of need upon full school opening - Behaviour Support Learning Mentor post advertised internally and appointed April 2021 (based on increased need to provide a complimentary service to teaching staff/PSA addressing the needs of pupils who require assistance in overcoming barriers to learning) (SEMH)</p>
<p>Additional Maths support in Year 6 by additional experienced teacher</p>	<p>Pupils more confident and perform better in Maths after identification of barriers and intervention.</p>	<p>Identified pupils meet end of year targets in line with prior milestone reflected in data outcomes.</p>	<p>£476.00 Term 1 £1,160.00 Agency supply costs</p>	<p>J Moon Y6 Lead</p>	<p>To be continued when all pupils in Year 6 return and needs assessed. Commit funds March 2021 update – E Fields, Maths Lead, is providing this support as of 9/03/21 until the end of the academic year covered by Agency Supplier 0.5 days weekly.</p>
<p>Release of skilled staff to provide specific and targeted support/ intervention to individual pupils/small groups across the school</p>	<p>To support Quality First Teaching in the classroom and allow the opportunity for further support in small groups or 1:1 sessions.</p>	<p>These interventions will be based on careful teacher assessment throughout the year and be specific to target need. This may be after identification of gaps, periods of remote learning and self-isolation or other reasons as identified by teachers.</p>	<p>£2,172.44</p> <p>£3,580.00</p>	<p>Head of School A Brahimi</p> <p>Phase Leaders C Martindale V G Brown C Martindale J Moon S Stephenson</p> <p>Maths Lead E Fields</p>	<p>The evidence indicates that small group and 1-1 intervention can be a powerful tool for supporting pupils to make progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ March 2021 update - EYFS – AC to deliver NELI (additional 0.5 days per week) based on EY outcomes in Communication and Language and delays highlighted post lockdown. Additional teacher to cover AC 1.5 days weekly.</p>

			£3,900.00		Year 5 – release WE (Lead CA) 3 days each week to support with R W and M for identified pupils on 1:1/ small group basis
			£1507.00		Updated May 2021 - Additional identification of need in summer term. To assist in direct focused work in Y1 pupils, appointment of additional CA on temporary basis – 5 mornings per week (15 hours).
			£316.00		Following evaluation of Spring data: Deployment of skilled member of support staff for additional 3 hours weekly x 8 weeks. This is to support pupils identified in Y3 who need additional support with basic maths – x tables, fluency, place value, in order to catch up to their peers.
Total spend:			£28,789.65		

Wider Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
TEAMS training/additional support for all staff including support staff. Training for Computing Lead in order to upskill teachers.	Staff trained in use of Teams and features to enhance quality of remote learning offer to minimise deficit in learning.	Improved staff confidence and ability to deliver remote/blended learning of a high quality.	No spend	Computing Lead J Moody	Microsoft Teams is a collaboration and video conferencing service that enables staff to communicate from any location - via text chat, voice call or video conference. 3 days cost to release J Moody to attend training/plan CPD. Subject to need/situation. March 2021 update – no cost incurred due to CPD time being allocated to TEAMS training throughout spring term.
Supporting remote learning and in school provision: Reading Plus. https://readingsolutionsuk.co.uk/	Identified children to use daily - develop motivation to read, reading efficiency, fluency and stamina.	Improved performance in reading/fluency/ motivation to read. This will lead to improved outcomes in Reading and will impact on reading application in other subjects.	£300 committed for year 1 £750	English Lead S Stephenson	Evidence Based, Research Proven impact: Reading fluency is an essential component for developing confident, motivated, and engaged readers. The program combines a wide variety of age-appropriate texts with rigorous questioning designed to challenge a pupil's deeper understanding. This, together with vocabulary exercises, builds a stronger foundation for reading comprehension. Free trial in autumn demonstrated good effect. March 2021 update- purchased in Spring 2021 after evaluation of impact of trial. 30 Single Seat Reading Plus Licences.
Wilderness Schooling http://www.wilderness-schooling.co.uk/ (as required when pupils return to school full time with less restrictions)	Wilderness Schooling delivers the core curriculum in Maths, Science and English using the outdoors as the classroom. The aim is to raise standards in core subjects through developing the whole child. Improve Mental Health through access to curriculum outdoors/practical Improve relationships in school.	Improved outcomes in Mental health through team building and self esteem. Improved outcomes in English, Maths and Science.	£2050	Behaviour Support Mentor R Francis	Funds committed until pupils return to full time education. W Schooling: <i>Evidenced through achievement levels in math, science and English: participants outperformed non-participants in the crucial attainment tests that are part of every child's monitoring throughout the school year. The attainment data shows conclusively that participating children outperform their non-participating peers in maths, science and English at every time-point.</i> March 2021 update - 6 week programme to begin 10 May for Y5 pupils following analysis of need upon full opening and data analysis. SEMH needs are high, impacting on outcomes.
Total spend:			£3,100		

Summary Report

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Updated at end of each term to reflect spend or circumstances change

Final comments

July 2021 - Allocation: £36,650.00 Actual total spend:£31,698.15 Remaining: £4,861.85 – to be carried forward to next academic year (2021/22).

Alliance Counselling have continued to provide their services free of charge.

The Catch-Up funding has been targeted at identified need following careful assessment at strategic points throughout this academic year. Additional support has enabled individuals and groups of pupils to make progress against end of year targets. Early indications from July 2021 data suggest this to be the case with higher percentages of pupils now on track or within better reach of being on track. Gaps were continually identified, support given and planning amended. This cycle of teach, assess, review has really been beneficial to the individual, group and class.

Great gains too have been demonstrated with pupils with SEMH needs. Some of the work will continue as needs are again assessed in September due to the potential longer term consequences of two lockdowns, remote learning and loss associated with Covid-19. Pupils requiring emotional support are identified and accessing appropriate support and intervention.

Catch Up funding has enabled additional support to be implemented to compliment Quality First Teaching. The long term effects of the pandemic may be evident in school for some time to come and leadership will need to be vigilant and aware as they have been throughout.

Final Spend: £31,698.15