

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. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs.

This plan has been based on the recommendations made by The Education Endowment Foundation in '[School Planning Guide 2020-21](#)',

The EEF advises the following:

Teaching and whole school strategies

- Supporting excellent teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support
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Please note that the ESFA has published its [provisional allocations](#) for the catch-up premium for the 2020/2021 academic year.

Lache Primary School



Live to learn, learn to live

Catch-up plan

School name:	Lache Primary School
Academic year:	2020-21
Total number of pupils on roll:	205 (including Nursery)
Total catch-up budget:	£14,880
Date of review:	August 2021

Teaching and whole-school strategies

Action	Intended outcome	Cost	Staff lead	Organisation	Comments
To implement after school catch up sessions for each year group, targeting all children who need support in lost	<u>After school catch up sessions</u> To maintain and/or increase the number of children who were on track to reach ARE at the time of	£200 – (refreshments)	<u>Department leads</u> Jan Sproston (EYFS) Karen Lloyd (KS1) Lou Craven & Hannah Helm (KS2)	Each class teacher to identify area of need (phonics, reading, writing, maths, SPAG) within their class and to identify a group of children to access the after school support. The progress of the children and the area of	The groups will be fluid and the children attending can be subject to change, depending on focus and progress

learning due to school closures. These will focus on learning in Reading, writing and maths	school closure (April 2020)			focused will be reviewed half termly and adjusted to meet the needs of the children within the class.	
To improve reading outcomes across school and to foster a love of reading at home.	<u>Bug Club</u> To maintain and/or increase the number of children who were on track to reach ARE at the time of school closure (April 2020)	£1,100	Katy Southworth (Reading Lead)	All teachers to create accounts and share with children and parents. Reading lead will instruct staff about regularity of posting new books and as a school we will reward and celebrate achievements weekly.	Uptake and impact to be review half termly
To support children's lost learning in writing, due to the school closures	<u>Pathway to progress</u> To maintain and/or increase the number of children who were on track to reach ARE at the time of school closure (April 2020)	£1,500 (2years)	Hannah Helm (Writing Lead)	Writing lead to train teaching assistant in Autumn 2. The interventions will start in Spring 1 taking place with targeting children in the afternoons. Teaching assistants can run up to two sessions with two different groups each afternoon. TAs will liaise closely with teachers to review individuals progress.	The groups will be fluid and the children attending can be subject to change, depending on focus and progress.

To implement a catch up programme to support lost learning, due to school closures, in mathematics for Years 5 and 6	Step up to Year 6 (maths intervention)	£450	Lou Craven (Maths Lead)	Teachers responsible for years 5 and 6 will begin after school catch up intervention with targeted children. Maths lead will review progress and success of programme half termly.	The groups will be fluid and the children attending can be subject to change, depending on focus and progress.
Supporting pupils' social, emotional, and behavioural needs	Yoga sessions	½ term free – Healthbox 2 terms - £4320 (Sports Premium)	Jane Edwards – FSW	Resource provision to access this for two terms. Other classes to receive equal amount of sessions throughout the two terms.	
Ensuring access to technology enabling all learners equal access to the provision:	To ensure that those children isolating have the access to the necessary resources for learning – free data sims from vodafone	Free (50)	Kate Seager Headteacher	Any child (the first 50) who has to isolate and does not have access to the internet will be provided with a sim with 30GB of free data.	
Supporting parents/carers with behaviour management and positive promotion of social and emotional needs at home.	Parents feel supported in tackling behavioural issues experienced at home. Further copies of 1,2,3 Magic to be purchased.	£50	Jane Edwards FSW	Support given to all parents who are experiencing difficulties in dealing with behavioural issues by loaning 1,2,3 magic cd. This will be followed up with virtual or phone call discussing with LM or FSW	

Total Expenditure	Total : £7620 <i>(£3,300 – Catch up premium</i> <i>£4320 – Sports Premium)</i>
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Targeted support

Action	Intended outcome	Cost	Staff lead	Organisation	Comments
To provide support for children in KS2 (Years 4,5,&6) who are at risk of not achieving ARE at the end of the academic year, through the National Tuition Program	To maintain and/or increase the number of children who were on track to reach ARE at the time of school closure in maths and reading (April 2020)	£3630	Hannah Helm and Louise Craven (Department lead)	HT to identify tuition partner. Department Leads to liaise with Year 4,5 and 6 teachers identifying those children who would benefit from the extra tuition and present information in groups of 3s with area of focus To begin in Spring 1	Careful consideration must be made for targeted children to ensure they are not in interventions every afternoon, all afternoon.
To provide support for children in KS2 (Years 3,4,5,&6) who are at risk of not achieving ARE at the end of the academic year,	To maintain and/or increase the number of children who were on track to reach ARE at the time of school closure in maths and reading (April 2020)	On costs: Approx. £800	Hannah Helm and Louise Craven (Department lead)	Assigned academic mentor in place by 18 th January focusing on maths throughout KS2. Groups will be targeted and tracked.	The groups will be fluid and the children attending can be subject to change, depending on focus and progress.

through the National Tuition Academic mentor Program					
To provide support for children in KS1 and Year 3 who are at risk of not achieving ARE at the end of the academic year.	To maintain and/or increase the number of children who were on track to reach ARE at the time of school closure in maths reading and phonics(April 2020)	£8,000 (Additional costs will be taken from PP allocation)	Karen Lloyd (Department lead)	Teaching assistant to support all three year groups focusing on catchup and keep up phonics session, guided reading sessions and same day intervention sessions. Department lead (KS1) responsible for timetable.	The groups will be fluid and the children attending can be subject to change, depending on focus and progress.
Total expenditure			Total £12,430 <i>(£11,580 Catch up premium £850 Pupil premium budget)</i>		
Overall Expenditure			Catch up Premium £14,880 Other £5,170		

Summary report – July 2021

What is the overall impact of spending?	
How will changes be communicated to parents and stakeholders?	
Final comments	
Final spend:	£