



Funding allocation (Mainstream Schools)

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

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](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our 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. **(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020***

School Overview

Number of pupils in school YR – Y6	226
Proportion of disadvantaged	20%
Catch-up Premium allocation (No. of pupils x £80)	£16, 800
Publish Date	October 2020
Review Dates	February 2021
Statement created by	A. Goodwin
Governor Lead	C. Gater

Context of the school and rationale for the strategy

Due to COVID19, large numbers of pupils have gaps in their learning. As a result of recent monitoring of home learning, we are aware that 7% of our children throughout school have had minimal engagement in their remote learning over lockdown. In addition to this, we would class a further 10% as being only partially engaged. This means we have at least 17% of the school who have not accessed as much home learning as their peers and therefore will have gaps in their learning. Of those who did access the online work, many still cited problems such as sharing devices, internet speed etc. as barriers which stopped the learning being effective. All of our children have had huge disruption to their education, including those with SEND, (including those who attend our Enhanced Mainstream Provision) and those who are disadvantaged. Early consultation with staff, which focused on pupil and staff wellbeing, allowed teachers to discuss the gaps in learning they have identified and where this funding needs to be targeted. Our staff are stretched to capacity due to restrictions around bubbles, limited intervention time, i.e. assemblies etc. We believe that the best use of the funding will be to purchase effective learning platforms which can be used to support interventions in school and remote learning (in the case of further isolation periods / lockdowns) and to employ a teacher to deliver catch up interventions across school and social interventions which increase pupil wellbeing. By not increasing teacher workload we will contribute to the increased well-being of our teaching staff.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of children's mental health needs	Staff are better informed and have greater clarity about how to support children with mental health needs.
	B	Home learning to be developed further to improve access to learning at home for all pupils including those self-isolating due to COVID 19	A strong and remote learning offer is in place. New and improved platforms are in place and staff are trained in their use. Weekly homework activities are uploaded and feedback to pupils is given accordingly.
	C	Gaps in curriculum identified by subject leaders	Subject leaders analyse assessments and create plans to fill gaps in children's learning. Interventions are planned to support gaps in learning.
Targeted academic support	D	Gaps in basic maths skills (times tables, number bonds, methods of calculation etc.) have been identified	Pupils make accelerated progress in maths from their starting points
	E	Some pupils had limited access to reading materials over the summer term and break and, therefore, their reading ages are lower than expected	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis
	F	Gaps in basic spelling and grammar have been identified	Pupils access SPAG.com and, through this and specific teaching of GPS skills, make accelerated progress in spelling and grammar
Wider strategies	G	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced during COVID19 and lack of structured learning experiences since March 2020	All pupils are able to focus on their learning during lessons
	H	Staff well-being a whole school priority.	Staff are able to cope with the demands of workload – alongside dealing with levels of heightened anxiety

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact / evaluation		
							Autumn	Spring	Summer
A	Work with the EWEL Team to support staff in helping children with SEMH needs	Staff are fully equipped for recognition of children's mental health needs.	Staff survey	CoL credits / £1,000	Determined from pupil surveys	AG / NT / SENDCo			
B	Purchase suitable platforms to support with remote learning CPD provided for staff on the effective use of the online platforms which will be used to support learning during lockdown situations or periods of self-isolation. Children are trained in their use. Parents/carers are made aware of the platforms and how they can support home learning.	The new platforms are in place and staff, pupils and parents are able to use them effectively. Home learning (including homework) and communication with parents is enhanced.	Monitored use of Purple Mash, Mathletics & Bug Club. Parent and staff surveys	£2560	Results of parent home learning surveys	AG / NT / CM			
C	Gaps in curriculum areas (initially English and Maths) are identified by subject leaders	Planning is amended to address gaps in learning	Planning documents	£0	Staff meeting notes and planning	AG / NT / CM Subject leaders			
D	Targeted support from BCPPS part-	Progress is accelerated termly to	EEF Teaching and Learning	£3460	Assessments / diagnostic tests etc.	AG / NT / CM			

E F	time teaching staff – working throughout school with identified children. Maths and English assessments used to identify children in need of support. Short daily/weekly interventions for all identified pupils – basic skills.	ensure pupils are able to access age appropriate learning materials.	Toolkit				
G	Social interventions delivered	Positive impact on identified SEMH pupils' emotional well-being		CoL credits / £2000			
H	Staff workload reduced and counselling available	Staff return to school feeling happy and safe	Reducing workload documents	£0	Staff questionnaires	AG	

