

## Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 - 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.

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.

### Suggestions...

- Possible Teaching and TA additional hours above those already budgeted for 2020 2021.
- Staff Training for Personal Development to support curriculum planning.
- Focused training on effective use of technology.
- Training and Support to organisational and logistical aspects of school life.
- Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs.
- Curriculum Resources and Subscriptions.
- Transition Support to support pupils re to 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.

### Useful links

[Gov guidance Catch up premium](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

### Section 1: Contextual information

School	Kennall Vale School	Total pupil number	132	Total catch up funding	£10, 640
Identified priorities for catch up (summarised from SDP)		Reason for selection of priority (summarised from SDP)			
A	To ensure that children in year 2 can apply phonics at an age appropriate level to supporting reading and writing	24% (7/29) are at risk of not passing Phonic screening in June 2021. Intervention required to support gaps in knowledge and catch up.			
B	To ensure % of children who pass Phonic Screening is equal to or exceeds national average. (school historic data: '19: 81%; '18: 100%; '17: 88%.	23% (4/17) are at risk of not passing Phonic screening in November 2020. Intervention required to support children in achieving target outcomes in KS1 assessments: R: 76%, W: 70%, Ph: 76%			
C	To improve spelling across all year groups	Significant number of children in KS1 and year 3 are not consistently spelling HFW correctly. Significant proportion of KS2 children are miss-spelling age appropriate words.			
D	Develop Reading comprehension skills of KS2 children	Significant number of children in KS2 are not retaining information following reading of texts. Low attaining 6 cohort in Reading			
E	Develop fluency of calculation methods as set out in calculation policy.	Significant number of children in KS1 and KS2 have lost speed and fluency of calculation – particularly multiplication and division. Slower recall of X Tables. Children in KS1 have regressed in ability to count on/back and apply mental strategies to calculation.			

### Section 2: Detailed planning, review and evaluation

<b>Priority A</b>	To ensure that children in year 2 can apply phonics at an age appropriate level to supporting reading and writing					<b>TOTAL COST</b>	£ 5061.31
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: w/b 16/11/20	Progress Review 2 Date: w/b 07/12/20	Final evaluation (against success criteria) Date: June '21
At least 76% Yr 2 will be on track for EXS Reading  At least 20% will be on track for GDS Reading  At least 70% Yr 2 will be on track for EXS Writing	Employ TA to deliver targeted phonic intervention x 3 a week 0.5 hr)  Employ TA to deliver targeted Reading Tuition x 3 a week 0.5 hr)  Employ TA to deliver targeted writing Tuition x 3 a week 0.5 hr)	EEF guide to supporting schools planning 2020-21: high quality 1:1 and small group tuition (p.15)	<b>P.15 hand out given to teachers</b> Monitoring by subject lead and SLT	£ 5061.31	<b>Year 2 Phonic Screening assessments</b>  <b>Pupil Progress meetings</b>  <b>Pupil Progress meetings</b> <b>Book looks</b>	<b>Accelerated Reader Growth Report</b>  <b>Babock monitoring form (internal moderation)</b>  <b>Babock monitoring form (internal moderation)</b>	<b>KS1 SATs outcomes</b>  <b>Babock monitoring form (internal moderation)</b>

<b>Priority B</b>	To ensure % of children who pass Phonic Screening is equal to or exceeds national average. (school historic data: '19: 81%; '18: 100%; '17: 88%.					<b>TOTAL COST</b>	See above
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: w/b 19/10/20	Progress Review 2 Date: w/b 08/02/21	Final evaluation (against success criteria) Date: June '21
At least 76% Yr 1 will pass Phonic screening June 2021  At least 18% of Yr1 n track for GDS in Reading	Employ TA to deliver targeted phonic intervention x 3 a week  Employ TA to deliver targeted Reading Tuition x 3 a week 0.5 hr)	EEF guide to supporting schools planning 2020-21: high quality 1:1 and small group tuition (p.15) –	Monitoring by subject lead and SLT	Costs above	<b>Phonic progress review</b>  <b>Babock monitoring form (internal moderation)</b>	<b>Phonic progress review</b>  <b>Babock monitoring form (internal moderation)</b>	<b>Phonic Assessments</b>  <b>Babock monitoring form (internal moderation)</b>

Priority C	To improve spelling across all year groups						TOTAL COST	£ 5,108
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 07/12/21	Progress Review 2 Date: 22/03/21	Final evaluation (against success criteria) Date: 28/06/21	
All children will be consistently applying age-related spellings throughout independent writing opportunities.	<b>Computer programme:</b> - timetabled use of spelling shed with targeted spellings identified - Purchase of iPads for greater accessibility	EEF 'Using Digital Technology to Improve Learning' point 3: impact of pupil practice (p. 16), point 4: assessment and feedback (p. 20)	Computing lead SLT monitoring Timetabled book looks to identify outcomes and progress over time: ½ termly distance write.	£108  £ 5000	<b>Book look – staff meeting</b>  <b>Data review (online programme)</b>	<b>Pupil progress meeting</b>  <b>Book look/distance write</b>  <b>Data review (online programme)</b>	<b>Book look/distance write</b>  <b>Data review (online programme)</b>	

Priority D	Develop Reading comprehension skills of KS2 children						TOTAL COST	£150
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 07/12/21	Progress Review 2 Date: 22/03/21	Final evaluation (against success criteria) Date: July '21	
Year 6 KS2 outcomes inline or above National: EXS-73%, GDS – 38% (prior attainment)	- Purchase of iPads for greater accessibility	EEF 'Using Digital Technology to Improve Learning' point 3: impact of pupil practice (p. 16), point 4: assessment and feedback (p. 20)	Timetabled book looks to identify outcomes and progress over time  Termly formal assessment	Costs above	<b>Yr 6 SATS paper</b> <b>Yr 2-6 Accelerated Reader</b>	<b>Yr 6 SATs paper</b> <b>Yr 2-6 Accelerated Reader</b>	<b>Year 6 SATs outcomes</b> <b>Yr 2-6 Accelerated Reader</b> <b>Yr 2 SATs/TA assessment</b>	
Low attaining Year 3-6 children will make accelerated progress in Reading	<b>Accelerated Reader licences Yr 2</b> <b>Employ TA to deliver targeted reading tuition x 3 sessions a week</b>	EEF 'Using Digital Technology to Improve Learning' p.7: AR + 3 months progress.  EEF guide to supporting schools planning 2020-21: high quality 1:1 and	Monitoring of outcomes  Subject and SLT monitoring	£150  Costs above	<b>Growth Report</b>  <b>Pupil Progress meeting</b>	<b>Growth Report</b>  <b>Pupil Progress meeting</b>	<b>Growth Report</b>  <b>Pupil Progress meeting</b>	

		small group tuition (p.15)	Termly formal assessment		<b>Babock monitoring form (internal moderation)</b>	<b>Babock monitoring form (internal moderation)</b>	<b>Babock monitoring form (internal moderation)</b>
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<b>Priority E</b>	Develop fluency of age appropriate calculation methods as set out in calculation policy.						<b>TOTAL COST</b>	£320.70
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>			
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 07/12/21	Progress Review 2 Date: 22/03/21	Final evaluation <i>(against success criteria)</i> Date:28/06/21	
% of children will be at age expected in number/place value	Computer programme - purchase of maths shed, Numbots, TTRockstars - Purchase of iPads for greater accessibility of curriculum resources	EEF 'Using Digital Technology to Improve Learning' point 3: impact of pupil practice (p. 16), point 4: assessment and feedback (p. 20)	Monitoring of outcomes <i>(including use of assessment to impact progress)</i>	£108 £110.96 £101.74  Costs above	<b>Data review (online programme)</b>  <b>Book Look staff meeting</b> <b>NFER testing Aut</b>	<b>Data review (online programme)</b>  <b>Book Look staff meeting</b> <b>NFER testing Spring</b>	<b>Data review (online programme)</b>  <b>Book Look staff meeting</b> <b>SATS/NFER testing Summer.</b>	