

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 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.

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	MCPA	Total pupil number	418	Total catch up funding	£30,800
Identified priorities for catch up (summarised)		Reason for selection of priority (summarised)			
A	Prioritising reading and ensuring maximum engagement with reading for pleasure.	Reading is core to everything we do, both in school and in life. Prior to lock-down, the school had a strong reading culture in which children read widely and often for pleasure and to support their curriculum. Over lock-down, their access to books, and in turn appetite for reading was reduced. This funding will be used to ensure that this returns to even high levels than before			
B	Ensuring continuity of education.	Attendance is likely to continue to be a barrier to learning over the course of this year. The funding will be used to ensure the children are able to continue learning in spite of this, and have immediate/flexible access to a range of high quality online resources.			
C	Providing targeted support to enable children to be prepared for the next step.	Children who are at the point of key transitions (such as Y6) have missed a significant amount of their education. They need to be enabled to catch-up rapidly so that they can succeed in end of year tests, securing results which are truly representative of their potential. As a trust, we understand the impact of positive SATs outcomes on KS4 projections.			
D	Increasing staff capacity to help address gaps in learning.	Staff attendance is likely to be inconsistent through the year, which could negatively impact on pupils’ education. Having an additional staff member will enable high quality cover, effective boosters and online learning to be facilitated whilst support staff workload.			

Section 2: Detailed planning, review and evaluation

Priority A					Prioritising reading and ensuring maximum engagement with reading for pleasure.			TOTAL COST	£6.5k
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:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:		
Children achieve well in the phonics screening test	Purchase, provide training on and review the use of RWI home readers, comprehension scheme and additional support resources (HC)	EEF Supporting great teaching	Pupils' achievement in phonics is monitored	£2.5k					
Children regularly engage with RfP in school, they read widely and often	Purchase additional books for all class libraries which include BAME and LGBTQI themes and characters, broadening the range of high quality texts on offer. Re-embed books as prizes approach to rewards. (PLs)	EEF Wider strategies	Children's engagement with reading for pleasure in school is high and reflected in pupil voice.	£4k					

Priority B					Ensuring continuity of education.			TOTAL COST	£2.5k
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:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:		
Children regularly engage with RfP outside of school	Purchase, set-up and launch MyOn to provide instant access to wide range of books (HC)	EEF Wider strategy	The levels of engagement will be monitored on the MyOn teacher portal	£2.5k					

Priority C	Providing targeted support to enable children to be prepared for the next step.				TOTAL COST	£10	
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:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:
Children engage well with tuition and show improvement in PIRA and PUMA scores	Establish a timetable for TT tuition for children in Y6. Monitor its implementation and impact (JC)	EEF Targeted support	PIRA and PUMA scores will be used to evaluate impact	7.5k			
Children achieve well in the KS1 SATs tests and phonics re-take.	Make use of phase 2 targeted support fund, as part of NPQML gap closing project to ensure the highest possible outcomes. (AW)	EEF Targeted support	PIRA and PUMA scores will be used to evaluate impact. KS1 SATs results	2.5k			

Priority D	Increasing staff capacity to help address gaps in learning.				TOTAL COST	£9.8	
INTENT	IMPLEMENTATION				IMPACT		
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:	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:
Staff attendance does not have a negative impact on the quality of education. Distance learning is very high quality.	Increase the staffing team by a full-time tutor to support the continuity of education. This will also create capacity to ensure that distance learning can be offered at a high quality. (AR)	EEF Supporting great teaching	AR to evaluate performance and impact through usual monitoring processes	£9.8k			

OVERVIEW			
Covid catch Up Funding PRIORITY	A	Description from strategy	<i>Copy and paste</i>
Desired outcome (success criteria)	Action (by whom)	Reason for choice	Quality assurance of delivery
<i>Copy and paste</i>	<i>Copy and paste</i>	<i>Copy and paste</i>	<i>Copy and paste</i>

PLANNING			
Description of individual intervention	Practical arrangements e.g timings, number of sessions, dates		Staff
Pupil names	Year group	Relevant historical data	Additional info

REVIEW and EVALUATION			
	Review 1 Date:	Review 2 Date:	Final evaluation against desired outcomes (success criteria in overview section) Date:
Planned Assessment approach			
Result			

