

# Coronavirus Catch Up Premium

## School Level Overview

### Context of the Funding

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

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

### Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

#### Teaching and whole-school strategies

We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

#### Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

#### Wider strategies

1. Access to technology

### School Allocation

School	2020-21 One Off Allocation
Hurworth Primary School	£17,360

## Planned Expenditure

Focus 1   Teaching and Whole School Strategies		Budget Allocation: £9000
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Remove technology barriers to ensure equity amongst all our children	Purchase 20 laptops (with protective covers) with the view to loaning out to families should their child go into isolation or we are put into a National lockdown.	The number of children accessing our remote offer will increase. By accessing learning remotely, children will be able to keep up with their peers and thereby diminish gaps.
	Purchase dongles to support learners at home to combat Wi-Fi issues.	Increase in the number of children able to access remote learning. Children can continue learning alongside their peers and diminish any gaps
Ensure that all children have access to the learning resources used in school whether they are in school, isolating (individually/bubble closure) or learning at home due to lockdown	Purchase online resources (see below) so that learning can continue remotely: Maths Shed Bug Club	Children working at home and school have access to the same resources so learning can continue equally. Pupil attainment and progress will show little disparity
	Purchase additional books: Foundation and Key Stage 1 books are supplemented to ensure capacity to support those in school and working remotely Children in Key stage 2 have access to their own class book	

Focus 2   Targeted Support		Budget Allocation: £8360
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Ensure that those children in need of support for their emotional and social wellbeing receive individual counselling	School counsellor increased hours to meet with targeted children	No exclusions Improvement in attendance and behaviour

		Teachers report children ready to learn and continue to make good progress and meet the expected standard
Ensure that children not 'on track' to make the expected standard in phonics make rapid progress to account for any lost learning due to closures or isolation and thereby catch up quickly	Additional Teaching Assistant time in order to deliver additional phonics intervention	Above National Average Year 1 PSC outcomes delivered (above 82%)
Ensure that children not 'on track' to make the expected standard in RWM make rapid progress to account for any lost learning due to closures or isolation and thereby catch up quickly	Additional Teaching Assistant time in order to deliver targeted intervention	Gaps between children will diminish. This will be checked closely through pupil progress meetings and our monitoring and evaluation process (lesson observation, book looks and provision maps)