



Covid Catch-Up Premium 2020 – 2022

School Overview

Number of pupils in school YR to Y6 (October 2020 census)	190
Catch-up premium allocation (no. of pupils x £80)	£15,200
School led tutoring	£4,455
Total funding	£19,655
Publish date	November 2020
Next review date	January 2023
Review date	September 2022

Background

The Department for Education (DfE) has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. This equates to £80 per pupil from Reception to Year 6. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people. The DfE has also set out Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch up support needed to make substantial progress by the end of the academic year.

In September 2021 the DfE announced funding for School-Led Tutoring. All eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. Although there is no requirement to apply for this ring-fenced funding, there are conditions attached including the completion of an end of year financial return. Schools are expected to prioritise disadvantaged and vulnerable children to close the gap between them and their peers. English and Maths are recommended as the main subjects for tutoring. Funding will be allocated for approximately 60% of eligible (pupil premium) pupils. The grant for 2021/22 is expected to cover 75% of the costs of tuition up to an £18 average per pupil per hour unit cost. The remaining cost will come from the Covid-19 catch-up premium.

November 2020

Priority Area	Rationale	Action taken	Number of children	Funding allocation (percentage)	Assessment of impact	Review	Status
Language development in Reception class	78.3% of children are working below age related expectation in Communication and Language at end of Autumn 1 term. Early language is the foundation for learning so we have identified that supporting these children will have the greatest impact on their future achievement. An abundance of research shows that low levels of language has a big impact later achievement.	Nuffield Early Language Intervention (NELI) programme training.	4-6	£1,500 to pay for staff to release TA to run intervention (10%)	Entry and exit language screening.	Children completed 10 weeks in Reception (due to additional lockdown in Spring) and will complete weeks 11-20 in Year One. Funding used to provide cover in class whilst TA runs programme three times a week.	Completed
Phonics and early reading	63.3% of year one children achieved below 50% on a past screening paper in September; this fell to 30% in November. 83.3% of year one children were working below age related expectation in Autumn 1 in reading.	Children received 15 hours tutoring.	Y1 = 9 Y2 = 3 12	£855.00 (6%)	Internal phonics screening assessments.	Phonics tutoring began March 21. Y1 children increased their phonics screening score by an average of 12.1 words. Estimated cost £641.25	Completed
Closing gaps in maths years 1 to 5	Target Tracker and end of year assessments show that children are working below expectation in maths. Children who are disadvantaged or been disadvantaged due to Covid to enable them to 'catch-up'.	NTP tutoring.	Y1 – 6 Y2 – 6 Y3 – 3 Y4 – 3 Y5 – 6 = 24	£1,823.00 (12%)	Progress meetings to highlight progress being made by these groups. Target Tracker statements show gaps that	April 21 First tutoring partner unable to meet our needs after lockdown; second partner due to begin tutoring in June. Second tutor unable to meet their original	Completed

					have been addressed.	offer, postponed to September.	
Year 5 children gaps in English	Children have been identified as being adversely affected by Covid and are disadvantaged. Gaps in English learning have been identified by class teachers.	NTP tutoring	3	£243.75 (2%)	Progress meeting to identify the progress being made to address the gaps in their learning.	April 21 First tutoring partner unable to meet our needs after lockdown; second partner due to begin tutoring in June. Second tutor unable to meet their original offer, postponed to September.	Completed
April 2021 (additional to above)							
Mental health and wellbeing	Children have been identified as needing additional support from tutor.	Tutor support	6	£1,620	Ability to access learning and communicate anxieties with a trusted adult.	Positive impact on children.	Completed
SEND children support	Children with SEND have been identified as being adversely impacted by Covid and two lockdowns. Gaps identified by class teachers and SENDCo.	Interventions – AcceleRead / AcceleWrite and Clicker	Year 1 – 3 Year 2 – 2 Year 3 – 3 Year 4 – 1 Year 5 – 4 Year 6 – 2	£1,979.85 (13%)	Intervention exit data.		Completed
		Intervention – Dynamo Maths	Year 1 – 1 Year 2 – 3 Year 3 – 4 Year 4 – 2 Year 5 – 3 Year 6 – 3	£792.86 (5%)	Intervention exit data.		Completed
September 2021 to July 2022							

Phonics and early reading	50% of the year two children would not have passed the phonics screening had they taken in in July (year one).	School-led tutoring.	Y2 = 5 (all eligible for school-led tutoring)	£759.38 school-led tutoring (SLT) £253.12 catch-up premium (CUP)	Year two phonics screening results.	90% of children in Year Two passed the phonics screening in Autumn 2021.	Completed
Closing gaps in maths years 4 to 6	Target Tracker and end of year assessments show that children are working below expectation in maths. Children who are disadvantaged or been disadvantaged due to Covid to enable them to 'catch-up'.	Tutoring (school-led and standard).	Y4 – 4 (2 SLT) Y5 – 3 (1 SLT) Y6 – 6 (3 SLT) = 13	£911.25 SLT £303.75 CUP £1235.10 CUP for non-SLT eligible children.	Progress meetings to highlight progress being made by these groups. Target Tracker statements show gaps that have been addressed.	Y4 – 3/4 children have showed increased progress. Y5 – ongoing monitoring Y6 – good progress by all	Completed
Closing gaps in English (including GPAS).	Children have been identified as being adversely affected by Covid and are disadvantaged. Gaps in English learning have been identified by class teachers.	Tutoring (school-led and standard).	Y6 – 6 (5 SLT)	£579.38 SLT £253.12 CUP £205.85 CUP for non-SLT eligible children.	Progress meetings to highlight progress being made by these groups. Target Tracker statements show gaps that have been addressed.	Average progress was above expectation.	Completed
Closing gaps in reading	Children have been identified as being adversely affected by Covid and are disadvantaged. Gaps in English learning have	Tutoring	Y6 – 4 Y2 – 4	£270 £270	Progress meetings to highlight progress being	Y6 – Limited success, intervention to be evaluated for subsequent years.	Completed

	been identified by class teachers.				made by these groups. Target Tracker statements show gaps that have been addressed.	Y2 – Average progress above expectation.	
Closing gaps in phonics	Children have been identified as being adversely affected by Covid and are disadvantaged. Gaps in phonics learning have been identified by class teachers.	Tutoring	Y2 – 3 Y1 – 4 Y1 – 4 Y1 – 4	£270 £270 £270 £270	Progress meetings to highlight progress being made by these groups. Phonics assessments.	Y2 – 11.7 average increase in phonics screening score. Y1 – 15.9 average increase in phonics screening score. 8/10 children passed the phonics screening.	Completed
Closing gaps in maths	Children have been identified as being adversely affected by Covid and are disadvantaged. Gaps in maths learning have been identified by class teachers.	Tutoring	YR – 4 YR – 4	£270 £270	Progress meetings to highlight progress being made by these groups. Target Tracker data.	Progress for every child was above expectation.	Completed
Closing gaps in English	Children have been identified as being adversely affected by Covid and are disadvantaged. Gaps in English learning have been identified by class teachers.	Tutoring	Y4 – 6 Y5 – 6	£270 £270	Progress meetings to highlight progress being made by these groups. Target Tracker statements show gaps that have been addressed.	Progress made against individual targets.	Completed

Mental health and wellbeing	Children have been identified as needing additional support.	Learning mentor	11	£4,560	Ability to access learning and communicate anxieties with a trusted adult.	Positive impact on children.	Completed
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Monitoring and Review

Termly progress meetings with class teachers – Nick, Liz and class teachers

Termly review of the programmes in place – SLT

Termly report for governors – Liz

January review to investigate additional needs of the children including possible mental health and well-being and physical development – SLT

Reviewed termly; additional priorities identified and plans implemented.