



Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's '[School Planning Guide 2020-21](#)', has helped us to develop our plans for the premium.

The DfE has also set out the following **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.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Last updated: 10 November 2020

(Please see Remote Learning Contingency Policy 2020, and Remote Learning Contingency Plan)

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

From March to June, children of Key Workers and Children supported by social services continued to attend Learning Hub. The maximum number of children who attended each day was 18. From June and the wider reopening, 3 Nursery children returned, 30 Reception, 30 Year 1 and 30 Year 2. In addition Year 2 came back for 4 days each across a 2 week period to aid transition into their new school.

From September 2020, attendance has been high (96.1% until the end of October). All children with a social worker attended regularly from March and other disadvantaged children attended when their year groups were allowed, as per instructions sent to school.

Reports from parents said that some children had struggled to understand the situation, were worried for themselves and family members and had not seen friends for an extended period of time. Some children who had not been in school had not made much academic progress since March or had regressed as identified in September baselines which are summarised below:-

	Reading	Writing	Maths
Kindergarten 3+	11%	5%	12%
Reception	36%	39%	64%
Year 1	33%	29%	34%
Year 2	43%	39%	40%

Effective intervention following assessment, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially. Small group and one to one tuition where applicable with particular focus on Phonics (Read, Write, Inc) and WellComm (enhanced communication skills)

Assessment of learning and of basic skills have identified any major gaps. Teachers are working to continually identify gaps in learning and adapt teaching accordingly.

Catch up at Blackmoor Park Infant School IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers' time spent highlighting missed objectives
- Teachers' time spent ticking off assessment points and extra tracking

Catch-up plan

School name:	Blackmoor Park Infant School						
Academic year:	2020/2021						
Total number of pupils on roll:	265						
Total catch-up budget:	£21,600	First installment:	£5380 Nov 20	Second installment:		Third installment:	
Date of review:	December 2020; March 2021; July 2021.						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments	Impact – Spring 2021
Introduction and embedding of Jigsaw (PSHE) scheme.	<p>The curriculum is adapted for the needs of the children;</p> <p>Improved children's wellbeing.</p> <p>PSHE to focus initially on change, worry & mindfulness (use Jigsaw recovery resources on network)</p>	<p>Expansion of children's emotional vocabulary to support them to express emotions.</p> <p>Social and Emotional Learning skills will be reinforced through whole school ethos and activities.</p> <p>Social and Emotional Learning will be well planned, delivered and monitored throughout the academic year to ensure all children reintegrate back into school life and school curriculum.</p>	£875.00	Mrs. Sullivan	Jigsaw Curriculum bought in.	<p>The use of "Jigsaw" consistently has ensured all pupils have the mental resilience and support to access school and the curriculum and make the necessary progress.</p> <p>Subject leaders have ensured their subjects have been taught with due diligence to PSHE.</p>

Staff supported through further resources provided to allow more successful home learning and work in school.	The gaps are closed as quickly as possible to allow access to main class teaching.	Children complete home learning more often. Work in school is supported by the latest useful resources.	£2000	Mrs. Rattigan Miss Wilkins	Additional £500 per year group added to budget.	Greater engagement in learning activities both at home and in school. Remote Learning Policy and action plan was effective. Platform for remote learning via Oxford Owl, Read Write Inc, White Rose Maths and Purple Mash partnered with paper pack fortnight packs ensured more equity of access and opportunity to engage.
WellComm (improving early language programme)	Children's early language ensures secure literacy, social and emotional development, narrowing the gap between their peers.	Intense and time limited – programme of 12 weeks. Immediacy of results ensures those who need extra help can receive it daily. All children have access to quality first teaching, securing sound behaviours for learning, high expectations and consistent application of basic core learning skills.	£0.00	Ms. Tankard Mrs. Tinsley Mrs. McLaren Mrs. Dean	Costs covered by SEN Consortia	Pupils showing improvements in the three areas of vocabulary, listening and narrative skills and have been sustained at end of term assessment.
Provide pupils with high-quality feedback, building on accurate assessment.	There is evidence of feedback leading to progress in book looks (including Floorbooks) for all pupils across all key stages. Establish what they know and what needs building on – use the key objectives and gap analysis tool – have they got them and if not how to address? Cross reference year group objectives	All children have access to quality first teaching, securing sound behaviours for learning, high expectations and consistent application of basic core learning skills.	£0.00	Mrs. Rattigan Miss Wilkins	Time cost, to be reviewed may require supply cover	Subject Leaders are confident that the planned curriculum for this year has identified gaps and ensured coverage by end of Summer through the blended learning offer during spring. The more practical elements such as scientific experiments,

						construction of designs, geographical skills, enquiry skills, physical activity and peer discussions have been limited due to the format and resources and thus a priority in summer.
Total spend:			£2875.00			

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments	Impact – Spring 2021
Read, Write, Inc. reading and writing	<p>Phonics taught daily in phased groups within year groups; pinny time speed sounds through the day; 1:1 tutoring for “spotlight” children; extra speed sound lesson in pms.</p> <p>To use phonic knowledge to decode words. To improve sight vocabulary. To spell using phonic Knowledge. To improve quality of writing.</p>	<p>Catch up should focus on key knowledge and concepts Children need opportunity to practice what they are learning and show they understand.</p> <p>Quality first teaching interventions.</p> <p>To increase their scores (in their phase) for reading/spelling</p>	£4952.15	Mrs. Ware	<p>Lead teacher released ½ day per 2 weeks for academic year 2020-21.</p> <p>£2000 in additional RWI resources to be ordered.</p>	<p>For some, poor letter formation/handwriting has been identified. Those who have maintained writing throughout lockdown are less affected, however those who did not have access to regularly writing opportunities have needed to work additionally hard on writing stamina.</p> <p>Phonics, reading stamina, and vocabulary remain a focus throughout the school.</p>
Favourite 5 storybook approach and daily dedicated story time	<p>Focus on vocabulary development, and comprehension skills, clearly planned and built upon.</p> <p>Developing a love of reading and wide story vocabulary.</p>	<p>All pupils achieve the pass mark, in Year 2 phonics screening, by the Summer 2021.</p> <p>Very large majority (80 – 96%) achieve the pass mark in Year 1 phonics screening, summer 2021</p>	£0.00	Mrs. Ware Miss Wilkins	<p>No cost, leadership time already budgeted for</p>	<p>Children accessed reading during lockdown due to the Oxford Owl Online Library. This is something that was more accessible for families. It has been noted that there are gaps in children’s understanding in reading comprehension. Children are less fluent in their reading and the gap between those children that read during</p>

						lockdown and those children who did not access reading materials the gap has widened.
Maths mastery (deep long term secure and adaptable understanding of the subject)	Problem solving approach with daily maths challenges ensures pupils make better than expected progress in maths and higher outcomes at the end of the year. Environments and organisation of the delivery are of optimal quality.	Very large majority (80 – 96%) achieve expected standard at the end of academic year 2020/21 in each year group.	£2560.15	Miss Pendleton	Lead teacher released ½ day per 2 weeks for academic year 2020-21.	Children still have an appetite for mathematics and lockdown has not affected their attitudes. Pupils confidently use manipulatives to support mathematical understanding since their return to full time school.
Total spend:			£7512.30			

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments	Impact – Spring 2021
Children will be more active to improve physical health and fitness	Risk Assessed timetabled use of outdoor large playground equipment daily; year group “bubble” playtime and staggered lunchtimes so access to larger safe spaces to allow safe engagement with statutory physical activity across the week.	To maintain the high / positive levels of behaviour that we expect from our children	£6585.90	Mr. Clarke	PE Lead time for ½ day per week for academic year 2020-21. Additional Lunchtime support for academic year 2020-21	Lockdown has been detrimental to some pupils’ physical well-being; some pupils have taken part in little physical exercise during successive lockdowns and along with different dietary patterns this has led to children presenting at school with impaired fitness levels. Continued access to new playground equipment to be prioritised during summer.
Sustained Shared Thinking and Emotional Wellbeing scales applied in EYFS	Having an explicit mechanism for children to be able to express and share how they are feeling, including identifying preferred person. Acknowledge children who need respite from ‘work’ and need extra space i.e. time out to read, move or relax Where teachers feel it is appropriate for whole-class ‘down-time’ then provide children with	Focus on social and emotional well-being of children allows for more effective use of learning environments and the adult’s role in developing these. Capacity for individuals to work within a small and calm space away from the classroom.	£12,896.40	Mrs. Rattigan	Additional Teaching time in Early Years 1 day per week.	Observed evidence of improved mental health from identified pupils. Pupil voice used where appropriate. Evidence of more positive behaviour over lunch time from identified pupils. Break and lunch support for pupils who require

	mindfulness activities					additional structure.
To ensure that all children understand expectations and relationships between adults and children across school.	Clear but flexible expectations - children find comfort in consistency and routine, however some children may need a more flexible approach to managing their wellbeing needs.	<p>Social and Emotional Learning skills will be reinforced through whole school ethos and activities.</p> <p>Social and Emotional Learning will be well planned, delivered and monitored throughout the academic year to ensure all children reintegrate back into school life and school curriculum.</p>	£0.00	Mrs Hitchmough /SLT	Leadership time already provided for in school budget	Pupils' mental health and well-being has been adversely affected by successive lockdowns with some children needing extra support to cope with lockdown/Covid related issues (such as isolation, internet safety, domestic/family issues and bereavement) and to be ready for learning.
Total spend:			£19482.30			

Summary report

What is the overall impact of spending?	
<p>At the end of Spring term 2021:</p> <ul style="list-style-type: none"> Attainment outcomes at end of 2020-21 for all year groups are on track to be at least in line with those at the point of lockdown in spring. <p><i>This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.</i></p> <ul style="list-style-type: none"> The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school. 	
How will changes be communicated to parents and stakeholders?	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds are amongst those hardest hit. The aggregate impact of lost time in education is substantial, particularly for those higher up the school (6 months in 2019/20 academic year and 2 months in 2020/21), and the scale of our response continues to match the scale of the challenge.</p> <p>Any changes will be communicated to individual families to ensure that there continues to be a whole school focus on literacy and numeracy through high quality small group and/or one-to-one interventions for those children identified as most at risk of not working to an age-related expectation.</p>	
Final comments	
<p>We continue to use a range of approaches to collect, collate and analyse data on pupil progress, including measuring the impact of the above interventions on attainment through progress meetings and termly reviews. We will use standardised tests to help make our summative assessment judgements and inform progress on a termly basis in KS1, and moderated Teacher Assessments in EYFS (both Kindergarten and Reception).</p>	
Projected Spend:	£29869.60 (£21600.00 Catchup Fund remaining £8269.60 from school budget)
Final Actual spend:	£