

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](#)', may help schools to develop their plans for the premium. For more details, please refer to our [QA](#) regarding the catch-up premium.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections. More information surrounding the catch-up premium can be found [here](#).

This template plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for schools, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Catch-up plan

School name:	Willow Wood Nursery and Community Primary School						
Academic year:	2020-2021						
Total number of pupils on roll:	278						
Total catch-up budget:	£22,640	First installment:	£5180	Second installment:	£8030	Third installment:	£9430
Date of review:	July 2021						

Teaching and whole-school strategies

[To complete this section, outline which actions you wish to implement to support teaching and whole-school concerns, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase of banded reading books	Pupils have a structured reading pathway, that maps their route to 'catch-up' to the expected standard.	Accelerated progress in reading, using books that are appropriate to the needs of each individual pupil.	£6000	Katie Ullein and Tracy Mc	Data collected by the school, clearly shows accelerated progress for a significant proportion of children across the school. As a result, a higher proportion of pupils are working at the standards expected for their age.
Appointment of reading catch-up lead	Reading catch-up lead to be responsible for ensuring oversight and planning for reading catch-up, assessment,	Interventions in reading meet the needs of individuals and groups of pupils. As a result, those pupils not working at the	£12000	Katie Ullein	A significant number of bespoke interventions, such as BRP and Fresh Start were delivered during the summer term. School

	delivering and planning interventions and quality assuring catch-up in reading.	expected standard will 'catch-up' quickly			assessments show that these pupils made strong progress.
			£		
Total spend:			£18000		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments

			£		
			£		
Total spend:			£1000		

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, e.g. to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Review of maths curriculum	Pupils learning is focused on key knowledge and skills.	Despite missing a significant amount of learning time, pupils will have a deep understanding of key knowledge and skills that will enable them to then grasp other mathematical areas quickly.	£5000	Sophie Reynolds and Elaine Capper	Work undertaken with external consultants helped shape the new maths curriculum. Extensive CPD was undertaken by teachers and teaching assistants to support the delivery of the new curriculum. Analysis of pupil's books shows strong progress being made by pupils across the whole school.

Middle leadership development	Middle leaders ensure progressive curriculum is in place to support pupils learning in all areas of the curriculum	Pupils learning in all subjects will be well-planned to ensure that key skills and knowledge is covered moving forward, enabling pupils to be well-prepared for the next stage of their education.	£1000	Martin Bell Lindsay Grigg Naomi Coates	Work undertaken by middle leaders and teachers, in particular in developing knowledge organiser's has been key to ensuring that gaps in knowledge and skills are identified and taught well before moving forward with learning.
			£		
Total spend:			£6000		

Summary report

What is the overall impact of spending?

The overall impact has been positive. Evidence from book looks, limited data and learning walks, shows that pupils are making very strong progress. Further work over the coming 12-24 months will be needed to ensure that gaps in learning, as well as supporting pupils social and emotional challenges are fully addressed.

How will changes be communicated to parents and stakeholders?

Shared on the school website

Final comments

Final spend: £25,000