
DfE COVID Catch-up Premium 2020-21

Background Information

As a result of Covid 19, children and young people across the country have experienced unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The cumulative impact of lost time in education will be considerable.

The **catch-up premium** has been designed to mitigate the effects of the unique disruption caused by COVID-19, therefore the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Guidance

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.

To support schools to make the best use of this funding and have a direct impact on students, 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.

This could include, for example:

- Teaching and whole school strategies
- Pupil assessment and feedback
- Intervention programmes
- Extended school time Wider strategies
- Supporting parent and carers
- Access to technology

The Tiered Approach

The tiered approach allows strategies to overlap categories, and the balance between categories will vary throughout the school year as priorities change. Tiers of support offer a useful framework for thinking about how to balance different challenges created by whole school returns. We will use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



| Identified Impact of Lockdown at Shireland Technology Primary | |
|--|--|
| Reading | <p>Children accessed reading during lockdown via Bug Club but parents raced through the texts rather than focusing on fluency and understanding. Children are less fluent in their reading and the gap between those children that read widely and those children who didn't is increasing. The bottom % of readers have been disproportionately disadvantaged.</p> <p>Parents will happily do one session of phonics a week remotely, but it is the daily practise, needed for children to retain phonics sounds that has been a significant barrier to progress.</p> |
| Language and Communication | <p>Prior to Lockdown the Literacy Trust identified on average that 50% of pupils from disadvantaged communities begin school with a speech and language delay. Baseline reception data showed that following lockdown only 22% of pupils were secure at 30-50 months across the Prime Areas. This figure was reflected in the speaking strand of communication and language as well as Wellcomm data. Communication and language delays have resulted in more identified SEMH needs as pupils need additional support to manage frustration resulting from delays in receptive and social use of language.</p> |
| Writing | <p>Children have lost essential practising of writing skills. It is an area that has been much harder to engage families with. Children are less likely to write at length at home and so remote learning focus has been on short burst writing or focusing on key features of a text rather than the whole thing.</p> |
| Maths | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of mathematics pathways. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments. Parents have been less likely to engage in daily mental maths practice which is needed for children to retain mathematical facts.</p> |

Shireland Technology COVID Catch Up Premium Action Plan 2020/21:

Schools will receive a total of £80 multiplied by the number of pupils registered on the previous Census. We currently only have Reception, Year One and Two children.

Total: £11,520

Teaching

| Action | % of total fund spent on this action (if any) | Further Notes | Desired Outcome |
|--|---|---|---|
| My Lexia Subscription High impact digital reading platform | £1815.00 15.76% | 96% remote / home learning uptake during trial with KS1 – increased annual subscription to include reception, year one and year two. | 96% home learning uptake during trial with KS1 – increased annual subscription to include reception, year one and year two. |
| Bug club | £384 3.33% | Appropriate level reading text for remote learning at home | |
| *Successful application and ongoing CPD with DfE recommended Nuffield Early Language Intervention programme (NELI) | £0 | Training sessions attended on screening tool and intervention delivery. EEF found that children receiving the NELI programme made the equivalent of +3 additional months' progress . Children receiving the NELI programme also made additional progress in early word reading and in teacher administered language assessments. | Identified pupils make + 3 additional months progress as a result of participation in NELI programme. <i>Note: initial training through NELI scheduled for 4th Jan so intervention now anticipated to begin during Spring 2</i> |

Targeted Academic Support

| Action | % of total fund spent on this action (if any) | Further Notes | Desired Outcome |
|---|---|---|--|
| *WellComm Primary Ekey to place order GL Assessment | £470 4.08% | Language screening and intervention tool all year groups | Wellcomm scores well for both psychometric properties and implementation in the EEF Early Years Measures database and recent evidence shows a 27% increase for those receiving the intervention in achieving age related expectations. This will be our target and measured after any necessary re-screening following bubble/school closures. |
| *WellComm GL Assessment | £423 3.67% | Language screening and intervention tool EYFS | As above |
| *TA additional hour daily (term time only) (Cost of SK Increase of hours) | £7,402.25 | TA to deliver Wellcomm S&L intervention & deliver NELI programme from Spring 2021 following confirmed eligibility | See both NELI and WellComm Desired Outcomes |

Wider Strategies

| Action | % of total fund spent on this action (if any) | Further Notes | Desired Outcome |
|--------------------------------------|---|--|---|
| *Provide outdoor learning space KS1 | £815.75 7.08% | No outdoor furniture for KS1 as Removed by Sandwell LA from FFE when school was built. Outdoor seating needed to ensure increased opportunities for outdoor learning following DfE guidance | To provide safe learning spaces to develop necessary skills in English and Mathematics such a rhythm and rhyme in phonics and singing / chanting to support mental maths. To ensure active learning and therefore increased engagement, without the safety restrictions and limitations of the classroom. |
| *Develop outdoor learning space EYFS | £210 1.8% | Seating for EYFS to allow small group (bubble) teaching outdoors | As above |
| Total | £11,520 | | |

***These strategies will only have the desired outcome if the children are in school to receive the particular intervention / action. If schools are shut then impact will be reduced.**