



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. The Education Endowment Foundation has released its ['School Planning Guide 2020-21'](#), which schools can use to develop their plans for the premium.

This 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 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.



Whole School Support

For example
Transition Support
Professional development
Mentoring for early career teachers
Pupil assessment and feedback



Targeted Academic Support

For example
Structured interventions
Small group tuition
One to one tuition
Extended school time



Wider Support

For example
Increasing attendance
Behaviour approaches
Home learning support
Access to technology
Supporting parents and carers

Catch-up plan

School name:	Long Sutton County Primary School
Academic year:	2020-21
Total number of pupils on roll:	420
Total catch-up budget:	£33, 600
Date of review:	November 2021

Whole school support

[To complete this section, outline which actions you wish to implement to support the whole school, 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
Increased capacity for pastoral/safeguarding team	Additional hours for an additional member of staff in Reception to free up CN for his pastoral role.	Reinstatement of the reactive pastoral / behavioural role which allows CN to lead on Chimp management work	£3,366 (15 hours for 20 weeks)	BL / JM	
Increased capacity to facilitate phonics intervention in Y1 and Y2. (2 x day per week - CT)	Improved phonics outcomes	Learning gaps relating to phonics have reduced.	£7032 (based on 20 weeks)	CT to provide extra day. KS1 TA staff to support interventions.	

Increased capacity to facilitate writing and mathematics support in Y5 and Y6. (2.5 x day per week - ??)	Improved writing and mathematics outcomes	Learning gaps relating to core subjects have reduced.	£8,785 (based on 20 weeks)	AS to provide extra day and Sab to do interventions.	
Total spend:			£19,183		

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
Increase of provision of Lego Therapy and Drawing and Talking Therapy from 2 to 4 afternoon sessions a week	Children are given planned therapies by trained practitioners to support them emotionally with an increase in reach of the two therapies from 2 to 4 afternoons and the introduction of group work in D&T therapy.	Increase of support impacts the emotional wellbeing of targeted children so that their outcomes are improved / attendance rates improve.	£903	JM	
Purchase of high interest, low challenge texts for pupils in Years 3 - 6	Pupils who have not read during lockdown and are switched off reading are enthused as readers	Learning gaps relating to reading have reduced.	£400 per class £3,200	PW / PS	

Purchase of phonics books	Improved phonics outcomes	Learning gaps relating to phonics across the school have reduced. School can evidence phonics and spellings gaps which have widened as a result of lockdown are removed	£4,000	PS	
Total spend:			£8,103		

Wider support

[To complete this section, outline which actions you wish to implement wider support, for example 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
Purchase of additional ipads/tablets to support intervention work, MTP practice and Purple Mash activity work including Triangulum group and SEND children	Improved accessibility to learning, resulting in improved outcomes.	SEND outcomes improved Outcomes for identified children improved.	£4300	SL	

Sourcing of Vodaphone SIM cards to aid remote learning	Improved access for remote teaching for live lessons	Improved pupil outcomes. Learning gaps reduced.	£0	BL	
Development of outdoor space resources	Ensuring that there is year round access to all outdoor learning resources as a sustainable approach as the field is not accessible between November and March.	Large scale purchase of waterproof equipment and storage will allow consistent use of the woods, willow domes, fire pit and seating to aid pupil well being and support for pupils post lockdown. Teachers will be able to evidence the impact of working outside on pupil behaviour and attitudes towards learning through focus children.	£2014	JF	
Total spend:			£6314		

Total: £33,600

Summary report

What is the overall impact of spending?

The school will create baselines from:

- Year 2 Phonics Screening Check December 2020
- PiXL tests
- PLCs
- Teacher assessments

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £