# **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](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/)’, may help schools to develop their plans for the premium. For more details, please refer to our [QA](https://www.theschoolbus.net/article/coronavirus-covid19-how-does-the-catchup-package-work/7857) 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](https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium).

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:** | **Kingsley St John’s CE Aided Primary School** | | | | | | |
| **Academic year:** | **2020-2021** | | | | | | |
| **Total number of pupils on roll:** | **69** | | | | | | |
| **Total catch-up budget:** | **£** | **First installment:** | **£** | **Second installment:** | **£** | **Third installment:** | **£** |
| **Date of review:** | **July 2021** | | | | | | |

**Teaching and whole-school strategies**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| **To develop the deeper skills of reading for retrieval and inference** | **Children will be able to answer a range of question and assessment foci with enhanced detail and location of evidence in the text** | **Developed answers**  **Increased reading stamina**  **Improved fluency**  **Increase in confidence**  **End of KS ready** | **£** |  | **Groups identified for afterschool learning in reading** |
| **To develop multiplication understanding and recall and corresponding division facts** | Year 4, 5 and 6 will have rapid recall skills for multiplications up to 12 x 12 | **Speed increase**  **Confidence**  **Basis of knowledge upon which to build maths reasoning skills**  **End of key stage ready with multiplication table knowledge** | **£** |  | **Groups identified for after school learning of times tables**  **Time table achievement chart**  **Funding to pay for multiplication and maths online games – TT Rockstars, Numbots, Hit the Button** |
| **To develop sentence structure and variety in writing to communicate effectively** | **Enhanced use of sentence structure and fluency of writing** | **Speed of writing**  **Understanding of varying sentence structure**  **Breadth of basic skills in place on which to build** | **£** |  |  |
| **Total spend:** | | | **£** | | |

**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** |
| **Phonics targeted support** | **Secure recall and recognition of phase 3 and 5 phonemes** | **Improved reading fluency**  **Improved access to writing** | **£** |  |  |
|  |  |  | **£** |  |  |
|  |  |  | **£** |  |  |
| **Total spend:** | | | **£** | | |

**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.]**

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| --- | --- | --- | --- | --- | --- |
| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
|  |  |  | **£** |  |  |
|  |  |  | **£** |  |  |
|  |  |  | **£** |  |  |
| **Total spend:** | | | **£** | | |

**Summary report**

|  |  |
| --- | --- |
| **What is the overall impact of spending?** | |
| Focused upon the core subjects and basic skills of learning to support overall achievement and catch up.  Increased confidence | |
| **How will changes be communicated to parents and stakeholders?** | |
| Letter – request for consent to stay after school  Parents evening and section on school reports | |
| **Final comments** | |
|  | |
| **Final spend:** | **£5500** |