



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

Guidance

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 will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations is calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

Use of funds

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.



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Catch-up Plan

School name:	Mickleover Primary School
Academic year:	2020-21
Total number of pupils on roll:	423
Total catch-up budget:	In total : £33 600
Date of review:	September 2021

Identified impact of lockdown	
Reading	Children accessed reading during lockdown more than any other subject (although this was mostly through online books (Oxford Owls). This is something that was more accessible for families and required less teacher input, (although our poorer readers found reading from a screen more difficult.) Although children did access reading, their comprehension has suffered as they have not been questioned about their understanding of the book.
Maths	Specific content has been missed, leading to gaps in learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, due to the content having to be taught in a different way, not all children have progressed as much as they would, had they been in school. For some children, recall of basic skills has suffered – children are not able to confidently recall key number facts, times tables and have forgotten once taught calculation strategies.
Writing	Children have lost some fluency and stamina in their writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Work will also need to be done on spelling.



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Teaching and Whole-school Strategies

Barrier	Action	Intended outcome / Estimated impact	Cost	Staff lead	Comments
Gaps in reading and comprehension due to varied access to reading materials & support during lockdown	Purchase 'reading recovery' materials for the whole school	Gaps reduced and children back on track with pre-COVID reading attainment. Children reading age appropriate bands on scheme. Word fluency improves by the end of the intervention period.	£6057 RR materials	S Welsh	Initial books purchased. Training for all staff (teachers & TAs) completed. Baseline completed by all staff upon children's return, when school 're-opened', to identify target groups.
Gaps in reading and comprehension due to varied access to reading materials & support during lockdown	Small group intervention. Time for staff to implement interventions through HLTA cover to allow teacher to teach the 'catch up'	Gaps reduced and children back on track with pre-COVID reading attainment. Children reading age appropriate bands on scheme. Word fluency improves by the end of the intervention period.	£3540 (teacher x 2) £650.50 (HLTA)	Individual teachers	
Total spend:			£10 247.50		



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Targeted Support

Barrier	Action	Intended outcome & Estimated impact	Cost	Staff lead	Comments
Gaps in maths learning due to varied support with learning.	Small group intervention. Time for staff to implement interventions through HLTA cover to allow teacher to teach the 'catch up'	Learning consolidated and gaps reduced. End of year assessment shows children back on track to pre-COVID maths attainment and closer to targets set at the beginning of the year	WR CPA training for TAs £129 WR resources £139 £1770 (teacher) £ 650 (HLTA UJ)	Individual teachers (Y2, Y5, Y6)	Interventions implemented during afternoon / UJ after school
Difficulty in teaching phonics on line during lockdown, therefore children behind where they should be	Additional phonics intervention across EYFS & Y1	Children closer to achieving end of year outcomes re. phonics.	£1770 (Teacher) + £464 (TA2)	Individual teachers (Rec & Y1)	This will need to be continued into next year to completely close the gap for current Rec & Y1.
Children struggling to be back in the classroom due to sensory needs	Additional TA support for children who are struggling to be back in the classroom and need additional sensory support	Children able to settle in class for the afternoon period following the sensory input	£248	H Coyle	
Children with ASD not able to visit swimming pool prior to Y4 swimming lessons, leading to sensory overload	Use of 2 adults within school that these children are familiar with to support and be able to withdraw from the lesson if there is sensory overload or a 'meltdown'	Children able to access the swimming lessons without any adverse effects	£496	A Fasey	
Total spend:			£5666		



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Wider Strategies

Barrier	Action	Intended outcome & Estimated impact	Cost	Staff lead	Comments
Pupil mental health and well-being Training for staff – Subscription to Creative Education CPD for staff	Staff able to identify pupils who are struggling and have action steps to follow to help address the issues	Children settled back into school routines	£600 (Creative Ed subscription)	K Halliday	
Lack of devices to complete home learning.	Purchase of additional laptops to support with remote learning in the event of self-isolation	All pupils able to access home learning activities/Teams in line with school expectation, due to availability of devices and confidence in their use. Pupils without devices are able to access remote learning successfully in the event of self-isolation or bubble closure.	£2800 (Purchase of laptops)	L Powell	Laptops purchased and set up ready for use by IT technicians with appropriate firewalls etc.
Mental health Some children (and their parents) struggling with mental health issues, in a lot of cases due to the pandemic	Bridge the Gap resources Purchase supporting materials. Identify children who need support due to anxiety – small weekly group session	Anxieties around school, sleeping, transition, are lessened and the children feel able to cope. Parents have accessed the materials about supporting their children with mental health issues	Free £100 (resources) £248 (Inclusion TA)	L Gerver K Halliday H Coyle	
Total spend:			£3748		
Overall spend to date			£19 661.50		



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Summary Report

What is the overall impact of spending? (Review September 2021)
Final comments



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Final spend:	£
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