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

# Holly Park primary school

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.

**Catch-up plan**

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| **School name:** | **Holly Park** | | | | | | |
| **Academic year:** | **2020-2021** | | | | | | |
| **Total number of pupils on roll:** | **460** | | | | | | |
| **Total catch-up budget:** | **£20,416.67** | **First installment:** | **£8,750.00** | **Second installment:** | **£11,666.00** | **Third installment:** |  |
| **Date of review:** | **February 2021** | | | | | | |

**Teaching and Whole-School Strategies**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| **Development of staff to support remote learning** | **For all staff to be familiar and confident with Google Classroom.**  **For a clear pathway between school-based and remote-based education to be agreed and understood.** | **Google Classroom established as part of ordinary offer in the ‘real’ classroom**  **Pupils confident to access and navigate Google Classroom either off or on-site**  **Viable, workable platform in place to enable remote education to be facilitated** | **£0**  **Time** | **Ann Pelham**  **Dominic Carini**  **Lewis Turner** | **Staff Inset Training sessions to support this – ongoing across Autumn & Spring Term** |
| **Participation in BPSI Curriculum Recovery Programme (Autumn Term) and Blended Learning Project (Spring Term)** | **To ensure understanding and knowledge of the impact of lockdown is fully considered in the widest sense.**  **To secure materials and information to ‘roll out’ to staff to better support their provision for pupils during professional development training.** | **School will be up to date on information locally and nationally regarding impact of Covid and lockdown on pupils**  **Senior leaders will have additional resources to share and support staff to enable ‘recovery’ of learning behaviour and return outcomes for pupils to standards broadly in line with pre-Covid standards** | **10 hours of BPSI for Aut term project - £600**  **One term of BPSI for Spring term project - £4,204** | **Ann Pelham**  **Maria Michael**  **Various staff as needed** | **HT, DHT & other Key Leaders to disseminate via staff meetings** |
| **Appointment of Covid-19 ‘catch-up’ governor** | **To act as ‘named governor’ to ensure the wider governing body has oversight of Risk Assessments and Return to school Plans**  **To act as ‘critical friend’ in overseeing actions being undertaken.** | **Governor will have an active oversight and will have been involved in the decision-making process**  **Governor will have supported school through the process of change and recovery** | **£0**  **Time** | **Chair of Governors**  **Ann Pelham** | **HT to liaise weekly with governor to ensure up to date information shared to ensure best outcomes for pupils** |
| **To embed Rosenshine’s Principles within normal classroom practice to ensure quality first teaching** | **To provide quality first teaching in all areas of the curriculum by using the key principles of Rosenshine’s Principles of instruction & AFL to ensure that learning is embedded and children know more and remember more.** | **The majority of lessons will follow the key principles of AFL and Rosenshine’s Principles to provide quality first teaching** | **£0**  **Time** | **Ann Pelham** | **Staff Appraisal target**  **SIP Target**  **Through staff training sessions Autumn & Spring term**  **Through lesson observation and staff self-reflection on teaching** |
| **Teaching & Whole School Strategies Total spend:** | | | **£4,804** | | |

**Targeted Support**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| **Year group TAs to support identified children with extra intervention** | **Year group TAs to support identified children both in class and in small intervention groups**  **Focus of teaching to include:**   * **Reading** * **Writing (including handwriting)** * **Mathematics** | **Expectation that core skills will be at at least EXS for end of year outcomes in line with ordinary school data**  **Expectation that learning behaviour (including stamina for learning) will be at least pre-Covid standards**  **Expectation that fine and gross motor skills will be at at least pre-Covid standards** | **£4,000** | **Maria Michael**  **Diana Kelly**  **TAs**  **Class Teachers** | **Provision map of support arranged at Pupil Progress meetings at Autumn Half term** |
| **Reception NNs to run small group intervention work in Aut and Spring Term** | **Provide additional support to Reception.**  **Focus of teaching to include:**   * **Phonics** * **Reading** * **Mathematics** * **Behaviour for learning** * **Physical development** * **Language support** | **Expectation that children will be settled and confident in the routines and procedures of school**  **Expectation that early core skills will be at at least EXS for end of year outcomes in line with ordinary school data**  **Expectation that fine and gross motor skills will be at at least EXS for end of year outcomes in line with ordinary school data**  **Expectation that speaking and listening skills will be at at least EXS for end of year outcomes in line with ordinary school data** | **£3,183** | **Katherine Walton** | **support children settling into school and to support good to rapid progress of pupils in areas as identified as falling below expected standards for ‘on-entry’ to Nursery and Reception.** |
| **Y1 and Y2 Teaching Assistant and KS1 Key Leader** | **To ensure Y2 have sufficient support in place to allow for catch-up Phonics intervention ready for the phonics check in December** | **Expectation that phonics results will be in line with ordinary school data expected if they had taken the check in summer term of Y1** | **£600** | **Emma Fitzpatrick** | **Emma to use Key Leader time every other week (£600)**  **Y1 and Y2 TA to run phonics intervention groups for those identified by class teachers as falling behind** |
| **Learning Mentor To Support identified pupils with readiness and behavior for learning following lockdown** | **Identified pupils across the school to be supported by the Learning Mentor in order to help pupils with social, emotional and behavioral issues that are barriers to effective learning as a result of Lockdown** | **Pupils will be able to focus more on their learning in class in order to make appropriate and expected individual progress** | **£9,680**  **(LM 25% annually)**  **For 2 terms - £ 6,453** | **Maria Michael**  **Kathy Puzey**  **The Pastoral Team** | **Kathy, Maria and pastoral team to identify pupils in conjunction with class teachers and from the initial wellbeing survey**  **Flexibility will be needed as to who is a priority as the term progresses** |
| **Targeted Support Total Spend:** | | | **£14,236.00** | | |

**Wider Strategies**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| **Purchase of White Rose Subscription** | **To ensure mathematical skills can be practiced online in a safe and well-sequenced manner (either as part of homework or during the closure of a bubble)** | **Expectation that problem solving and reasoning in particular will be supported through this platform Development of parent understanding of maths strategies** | **£139** | **Sidrah Mir** | **Staff have log in details** |
| **Purchase of**  **My Maths License** | **To ensure mathematical skills can be practiced online in a safe and well-sequenced manner (either as part of homework or during the closure of a bubble)** | **Expectation that problem solving and reasoning in particular will be supported through this platform Development of parent understanding of maths strategies** | **£339** | **Sidrah Mir** | **Every child to be provided with login** |
| **Annual subscription for Bug Club** | **To ensure reading and comprehension skills in EYFS & KS1 can be practiced online in a safe and well-sequenced manner (either as part of homework or during the closure of a bubble)** | **Expectation that children’s reading can continue uninterupted** | **£449**  **Pearsons, active learn phonics**  **£449 Pearsons active learn phonics** | **Katherine Walton**  **Emma Fitzpatrick** | **Every child to be provided with login** |
| **Wider Strategies Total Spend:** | | | **£1,376** | | |
| **Total spend in full:** | | | **£20,416.** | | |

**HOLLY PARK REMAINS COMMITTED TO QUALITY FIRST TEACHING AND THE DEVELOPMENT OF STAFF THROUGHOUT THE YEAR TO ENSURE THAT THEY HAVE THE SKILLS AND KNOWLEDGE TO MAINTAIN ATTAINMENT AND RATES OF PROGRESS ACHIEVED THROUGH THIS FUNDING.**

**Summary report (July 2021)**

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| **What is the overall impact of spending?** | |
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| **How will changes be communicated to parents and stakeholders?** | |
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| **Final comments** | |
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| **Final spend:** | **£** |