



Inkberrow Primary School

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](#)', may help schools to develop their plans for the premium. For more details, please refer to our [QA](#) regarding the 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.

Please note that the ESFA has published its [provisional allocations](#) for the catch-up premium for the 2020/2021 academic year.

Catch-up plan

School name:	Inkberrow Primary School						
Academic year:	2020-2021						
Total number of pupils on roll:	2019/2020 (158)		2020/2021 (190)				
Total catch-up budget:	£15,200	First installment:	£3,040	Second installment:	£5,830	Third installment:	
Date of review:							

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
1)To provide additional reading and phonics	To use a comprehension support package for KS2 of Cracking Comprehension and Literacy Shed+ to catch up reading	-For children to have caught up with original levels by July 2021	£750 £215	Janet McPherson – English Lead	This resources were purchased and used both in class comprehension work and small group intervention. These had a significant impact of pupil achievement in reading.
2)To supplement the curriculum with additional resources to support	-To supplement the Curriculum, as needed, with additional resources to support Teaching and Learning	-that staff have access to high quality intervention resources to support the catch-up plan	£1,693	Glenn Duggan-Seville Head Teacher	These monies were used to support a number of websites for staff to access high quality resources to use with pupils during and after lockdown.

Teaching and Learning					
Total spend:			£2,658		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
3)To provide small 1:6 support in targeted support in core areas	<p>Children will be identified through ongoing formative and summative assessments.</p> <p>Interventions:</p> <p>In EYFS: Phonics, Speech and Language and Fine Motor. There are 5-6 children in each group</p> <p>In Year 1:</p> <p>In Year 2: Phonics, Reading and Maths. Up to 6 children in each group for each subject</p> <p>Years 3-6: Comprehension, Grammar and</p>	<p>-that children the gaps in children's learning have been reduced and that they have closed the gap to their original targets</p> <p>-Parents are informed through a slip home of the subject their child is being supported with</p>	<p>8hrs per week x 39 weeks £3,744</p> <p>4hrs per week x 39 £1,872</p>	<p>Glenn Duggan-Seville Abbie Holliday Helen Hunter (Teaching Assistant)</p>	<p>Small intervention groups were run for pupils identified through Pupil Progress meetings and Teacher Assessments.</p>

	Mathematics. Up to 6 children in each group for each subject. Each session will last approximately 20mins. Some children will be in more than one group.				
4)To provide additional time for the SEMH (Social, Emotional and Mental Health) worker to provide support	-for children to be referred through the school Graduated Response for SEMH support with anxiety and access to school	-that children have reduced levels of anxiety and can be open to talk about concerns	£12ph X39 (2hours) weeks £926	Abbie Holliday Claire Nock	Miss Nock worked an additional amount of hours to support children with issues relating to SEMH, anxiety and coming back to school after the pandemic
Total spend:			£6,542		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
5)To focus support on families that do not return to school	-To purchase some allocated time with an EWO to support families	-that all children that have remained home schooling have returned back to school	£510	Glenn Duggan-Seville Anne Hiley EWO	Additional support through a SLA was purchased through Prince Henry's School

6) To train and implement THRIVE* approach across the school	-To train 2 members of staff and 1 SLT to provide in school Thrive provision for 1 year	That there is a consistent whole school approach to children's mental well-being	£2,450	Abbie Holliday Claire Nock	Thrive training has been received by all members of staff and one staff fully trained as a Thrive practitioner. Programme rolling out Spring 2022
7) To improve access to technology	-to provide technical equipment for children to access in intervention session	Children are accessing a range of catch up programmes on school devices	£3,040	Glenn Duggan-Seville Hannah Fowler	A number of school laptops were bought to support children access learning and resources
Total spend:			£2,960		

* Thrive is a leading provider of tools and training to help adults support the social and emotional development of the children and young people they are working with.

Summary report

What is the overall impact of spending?

The funding has been beneficial in allowing the school to access a wide range of resources that we needed to support the Catch-Up Curriculum. This was worked particularly well in Reading and Mathematics where the vast majority of children have now caught up.

How will changes be communicated to parents and stakeholders?

This will be communicated through the school website and newsletters. Parents will be informed if individual or small groups of children have been identified and received support.

Final comments

Final spend: £15,200