



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. It is advised that 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, we are encouraged to use the amount available to us as a single total from which to prioritise support for pupils according to their needs. We 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 we wish. The Education Endowment Foundation's '[School Planning Guide 2020-21](#)', has helped to develop our plans for the premium.

As a Mainstream school we will receive £80 per pupil from reception to Year 6 inclusive. 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. This plan shows that the funding is being used for its intended purposes, and our governing board will scrutinise our 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](#).

This plan outlines how we are going to invest the 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 school, 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 actions identified are as a result of careful analysis by teachers and leaders of children's needs and apparent gaps in learning when all children returned to school in September 2020. Therefore, our actions are specifically identified for children's needs at our school at this time. They may be reviewed and adapted if children's needs change. Essentially we aim for the impact of our spending to ensure that children 'catch up' in a meaningful and sustained way over time. Wherever possible, we have also adopted approaches that will be sustainable in the future to ensure children's accelerated progress over time.

Catch-up plan

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|--|----------------------------|---------------------------|---------|----------------------------|--|---------------------------|--|
| School name: | Beaver Road Primary School | | | | | | |
| Academic year: | 2020 - 2021 | | | | | | |
| Total number of pupils on roll: | 843 | | | | | | |
| Total catch-up budget: | £57,000 | First installment: | £14,400 | Second installment: | | Third installment: | |
| Date of review: | July 2021 | | | | | | |

Teaching and whole-school strategies

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|---|--|---------------|-------------------|----------|
| Purchase Seesaw for schools premium subscription for all staff and children, including Family Seesaw | Following the success of the free Seesaw trial, all staff, children and families will be able to have access to this upgraded and high quality learning platform to enhance teaching and learning in school and at home further. | Children will be able to effectively engage, continue and enhance their learning at home with increased support from their families and teachers. The senior leadership team will have the capacity to monitor and develop the provision. Subsequently, progress and outcomes will be accelerated and improved. | £2,700 | Ruth Byrne | |
| Enable access to online reading | For all teachers, children and families to have a wider range of online | Improved progress, outcomes and engagement | £5000 | Ruth Byrne | |

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|--|---|---|---------|---|--|
| eBooks for all children | reading resources available to support children's love and engagement in reading. | in children's reading knowledge and skills. | | | |
| Purchase of more reading books across the school | <p>Increase and enrich the reading books available so all children can take more books home to practice and develop their reading.</p> <p>Enhanced opportunities for reading for pleasure by supplementing a variety of reading books which promotes a love of reading across the school.</p> | <p>Improved reading progress and attainment in line with children's expected outcomes.</p> <p>Children are exposed to a range of high quality texts across genres resulting in children reading for pleasure.</p> | £4000 | Rihula Mour and Reading subject leaders | |
| Total spend: | | | £11,700 | | |

Targeted support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|--|--|---------|-----------------------------|----------|
| Additional Teaching/TA support & interventions for identified children in class | Teaching and learning one to one and group support provided during class time and identified | Accelerated progress in line with children's expected outcomes in all areas of the curriculum. | £20,500 | School leaders and Teachers | |

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| | interventions facilitated by teaching team. | | | | |
| Small group Maths/English projects/tuition | Additional teaching and learning one to one and group support facilitated by teaching team outside of usual school hours. | Accelerated progress in line with children's expected outcomes in Maths and English. | £4,200 | Natalie Turner and Rihula Mour | |
| Provision of Managahigh for all children in Year 1 - 6 | Children to have access over the next 3 years (remotely and in school) to Mangahigh: a highly motivating game based learning platform, aligned to the National Curriculum and with real-time analytics with AI support for differentiation. | More secure understanding of maths concepts and further depth of knowledge resulting in improved outcomes and application of Maths strategies over time. | £3,600 | Natalie Turner | |
| Well-being, therapies and specialist support for identified children | Availability of targeted therapies and specialist support for identified children in need – including vulnerable children and those with SEND. | Improved well-being, access to learning and progress for children with identified needs. | £7,000 | Emma Easmon | |
| Total spend: | | | £35,300 | | |

Wider strategies

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|--|---|---------|---|----------|
| Purchase of ICT devices to support children's reading and learning at home | Enable children's access to specialist devices for reading, to promote reading for pleasure, as well as enabling access to other apps for home learning (Kindle Fire HDs). | Improved progress and outcomes specifically in children's reading knowledge and skills, as well as other areas of the curriculum Love of reading for pleasure embedded and children engaged independently with the reading curriculum. | £5,000 | Tina Smith and Michael Davenport | |
| Children to be provided with home learning resource packs as needed | Enhance home learning accessibility and engagement. Increased opportunities for children to practice and reinforce their learning at home. | Seamless support between home and school to improve progress and outcomes for children. | £5,000 | Ruth Byrne and Michael Davenport with Head of Years | |
| Total spend: | | | £10,000 | | |

Summary report

To be completed at review

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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: | |