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## **DfE COVID Catch-up Premium 2020-21**

### **Background Information**

As a result of Covid 19, children and young people across the country have experienced unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The cumulative impact of lost time in education will be considerable.

The **catch-up premium** has been designed to mitigate the effects of the unique disruption caused by COVID-19, therefore the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

### **Guidance**

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.

To support schools to make the best use of this funding and have a direct impact on students, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

This could include, for example:

- Teaching and whole school strategies
- Pupil assessment and feedback
- Intervention programmes
- Extended school time Wider strategies
- Supporting parent and carers
- Access to technology

## The Tiered Approach

The tiered approach allows strategies to overlap categories, and the balance between categories will vary throughout the school year as priorities change. Tiers of support offer a useful framework for thinking about how to balance different challenges created by whole school returns. We will use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning

### 1 Teaching

*For example*

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

### 2 Targeted academic support

*For example*

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

### 3 Wider strategies

*For example*

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



<b>Identified Impact of Lockdown at Tameside Primary Academy</b>	
<b>Reading</b>	Children accessed reading during lockdown via Bug Club, Oxford Owl and tasks set by teachers, but parents raced through the texts rather than focusing on understanding. Some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has increased due to Lockdown. The bottom 20% of readers have been disproportionately disadvantaged.
<b>Well being</b>	Children, during lockdown, have missed out on contact with their teachers, friends and the classroom routine. Children's mental health and well being has suffered as a result of these important relationships and routines being present. Wellbeing and mental health is of paramount importance to the children as this has a direct impact on their engagement with education and learning.
<b>SEND</b>	A high percentage of our SEND children are also non engagers of remote learning. Assessments show that the gap between this group of children who need specific interventions and their peers has widened lockdown.
<b>Writing</b>	Children have lost essential practising of writing skills, including handwriting. It is an area that has been much harder to engage families with. Children are less likely to write at length at home and so remote learning focus has been on short burst writing or focusing on key features of a text rather than the whole thing. Due to parent subject knowledge of key specific grammar, daily practice of grammar related skills was not at the desired levels.
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of mathematics pathways. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments.

## Tameside Primary Academy COVID Catch Up Premium Action Plan 2020/21:

Schools will receive a total of £80 multiplied by the number of pupils registered on the previous Census.

**Total: £41,520**

### Teaching

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Subscription to SPAG.com to enhance the teaching of spelling, grammar and punctuation.	£200 – 0.5%	Spag.com is an established, web-based spelling and grammar that intervention and can be accessed by pupils from home as well as school. This enables the system to keep track of users in real time and provide tailored resources on demand.	Children in Key Stage 2 and Year 2 to have practiced taught grammar and punctuation objectives from the national curriculum. Online tracking service to track uptake and success rates and to also measure success.
Purchase of specific SEND resources bespoke to specific children and their needs.	£1500 – 2.4%	Specific SEND resources to be purchased to support interventions. Bespoke resources to allow children to catch up and be supported in a specific curriculum for the needs of identified children on the SEND register.	Identified pupils make above expected progress towards action plan targets and curriculum objectives.  Tracked using school specific tracker.
Study books to support after school intervention	£1000 – 2.5%	Specific literature and teaching resources to teach catch up booster clubs after school.	Children identified with added intervention to show increase in amount of curriculum skills achieved. Tracked using the school tracking systems.
Kinetic letters resources and training	£2000 – 5%	Purchase of training and resources for teachers implement scheme into school. This will enable children to build up writing stamina and improve presentation	Children to have an improved writing stamina. Children will have better mechanics to form letters and present better. Teachers will be proficient in teaching handwriting.
Subscription to mymaths.com enhance the teaching of Maths in school	£500 – 1.2%	Purchase online platform to support whole class teaching of Mathematical concepts. This established online	Small group intervention to show accelerated progress. Main class teaching to use interactive

to enhance the teaching and learning of Maths		platform will also support remote learning an learning in school. Small group intervention groups cam utilise content.	resources. Increase in remote learning engagement and in class engagement.
My Lexia Subscription High impact digital reading platform	£11,000 – 27%	Lexia is an established, web-based reading intervention and can be accessed by pupils from home as well as school. This enables the system to keep track of users in real time and provide tailored resources on demand.	Children phonics learning improves and children reach national standards in Key year groups. Children use intervention both in school and remotely to improve reading fluency and understanding.

### Targeted Academic Support

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Purchase devices for the children to use to utilise web based intervention programmes.	£18,000 – 43%	Devices to use Lexia, Bug Club, MyMaths and TT Rockstars in school to utilise the platforms.	Children to use devices to access online learning platforms in class, as part of intervention time and also in further after school clubs.
TA /HLTA to support with the delivery of interventions.	£8000 – 18%	TA/HLTA to deliver specific and bespoke interventions to key groups of children identified across the Academy.	Supported children to show improvement in in Reading, Writing and Maths levels. Tracked using in school intervention tracker.

## Wider Strategies

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Attendance reward charts to track attendance incentive and books to improve attendance after lockdown	£8000 – 18%	Attendance scheme to improve attendance after lockdown. Linking reading rewards to attendance and punctuality will improve learning in school.	Attendance to improve across the Academy. Attendance to be in line with national averages of schools similar to ours.  Tracked using school systems
Purchase mental health resources and lessons to increase well-being of children in school.	£2000 (4.8%)	Training and resources for teachers to use with children upon the reopening of school.	Children to have a better understanding of their well-being and how to cope with current climate in their locality. Teachers equipped with skills and resources to teach the children the importance of mental health and well-being. Tracked using school monitoring systems
School pupil council initiative to increase well-being of children.	£500 (1.2%)	School pupil council to focus on well-being of fellow class mates and school community. Ideas to be discussed in classroom forums and votes taken on best way to improve well-being from a child centred approach.	School pupil governors to use democracy to and child centred approach to improve well-being and mental health awareness.  Tracked using school systems/pupil voice
Purchase behaviour and attendance certificates	£1000 (2.4%)	Certificates to enhance attendance levels and to complement our class reward schemes across the whole school.	Behaviour for learning sustained to pre lockdown levels. Children to continue to come to school and feel valued. Tracked using school systems/pupil voice

**\*These strategies will only have the desired outcome if the children are in school to receive a particular intervention / action. If schools are shut then impact will be reduced.**