



## Covid 19 Catch-Up Premium 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following [curriculum expectations](#), to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year:

### Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

### The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

#### 1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

#### 2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### 3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

#### Our allocation:

Schools' allocations are calculated on a per pupil basis, providing each school with a total of £80 for each pupil in Reception through to Y6.

Oulton's funding figure is based on **333** pupils equating to **£26,640** of additional funding. The total sum spent on enabling children to catch up is not limited to this figure.

Use of Funding	Purpose/Aim	Cost
Funding of 2x non-class-based teachers (1 x 1.0 FTE and 1 x 0.6 FTE) for the Autumn term.	<p>Provide additional capacity to assess children to establish their current levels using a range of standardised assessments which enables class teachers to focus on curriculum delivery.</p> <p>Assessments conducted:</p> <ul style="list-style-type: none"> <li>• Read Write Inc initial Assessment</li> <li>• Read Write Inc Assessment 1</li> <li>• Salford Reading Tests with Years 3-6</li> </ul> <p>Targeted 1-1 and small group reading support/practise</p> <p>Small group phonic coaching/intervention in KS1</p> <p>Establish and maintain high quality and relevant remote education for those pupils who are unable to attend school for reasons related to Covid-19. After consultation with class teachers, plan and set challenging activities closely aligned to classroom learning/curriculum and provide regular feedback on work produced. By taking this leading role in the delivery of remote education, this allows class teachers to focus on quality first teaching in the classroom.</p> <p>Targeted 1-1 and small group interventions to address specific gaps identified during the first data drop of the year.</p>	<p>£14,630 £7,397</p> <p><b>£22,027</b></p>
Cost of covering Deputy Head for 5 hours per week from January to deliver specific group teaching	Deputy Head Teacher to deliver daily 1-hour teaching input to a specific group of children. Teaching focus and year group to be decided upon following analysis of the January data drop and progress meetings.	<p>23 weeks at £230</p> <p><b>£5,290</b></p>
Further funding priorities to be decided on in response to pupil need as this is identified	TBC	TBC

Funding currently allocated: **£27,317**