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Coronavirus (COVID-19) Catch-up Premium Spending Report

**Example and Guidance**

*Our intention is for this document to save busy leaders some time by bringing together the information needed and providing a worked example.*

Rationale

Schools are required to [publish a report on how they will spend and assess the impact of the Coronavirus (COVID-19) catch-up premium](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#coronavirus-covid-19-catch-up-premium) on their website.

The expectation is that the report demonstrates how the school [plans for and uses catch-up funding](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds). This should include consideration of whether schools are spending this funding in line with [their catch-up priorities](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support), and ensuring appropriate transparency for parents.

This document contains an example that can be used as a template for your own report. The appendix that follows summarises the information in the [EEF COVID-19 Support Guide for Schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/) report that the example was based on.

This appendix offers suggestions that could be cut, pasted and modified to meet your needs. The aim is to save busy school leaders time by providing this information in one place.

**The arrows are included to provide additional background information and should be removed once you have read them**

**Online courses that will support work through the plan**

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| **Event title** | **Date** | **Time** | **Event Code** |
| Basic Phonics (two sessions) | 11 January 2021 | 09.30-11.30 | SCH 20/531 |
| TEP Talks: Reading for Pleasure: Building Communities of Readers | 14 January 2021 | 15.45-17.15 | SCH 21/331 |
| Retrieval Practice and Sticky Knowledge (two sessions) | 25 January 2021 | 09.30-12.30 | SCH 21/358 |
| English Subject Leader Meeting Spring 2021 (SSI SLA) | 26 January 2021 | 13.30-14.30 | SCH 21/420 |
| EYFS Update Network Meeting | 27 January 2021 | 16.00-17.30 | SCH 21/238 |
| Improving Attendance in Primary Schools | 01 February 2021 | 15.30-17.30 | SCH 20/749 |
| Great Teaching for Inexperienced Teachers and Returners (two sessions) | 01 February 2021 | 09.15-12.15 | SCH 21/356 |
| Effective Editing and Redrafting of Writing | 08 February 2021 | 13.30-16.00 | SCH 21/070 |
| Key Stage 1 - Mid Year moderation and gap analysis workshop (am) | 10 February 2021 | 09.30-12.30 | SCH 21/132 |
| Key Stage 2 - Mid Year moderation and gap analysis workshop (pm) | 10 February 2021 | 13.30-16.30 | SCH 21/133 |
| Key Stage 1 - Mid Year moderation and gap analysis workshop (am) | 11 February 2021 | 09.30-12.30 | SCH 21/134 |
| Key Stage 2 - Mid Year moderation and gap analysis workshop (pm) | 11 February 2021 | 13.30-16.30 | SCH 21/135 |
| Raid your Reading to Write at Depth in Key Stage 2 | 24 February 2021 | 09.30-12.00 | SCH 21/071 |
| Building the Vocabulary of the Key Stage 1 Writer | 01 March 2021 | 13.30-16.30 | SCH 21/072 |
| Challenging KS2 Mathematicians to Work at Greater Depth | 02 March 2021 | 13.30-16.30 | SCH 21/003 |
| Challenging KS1 Mathematicians to Work at Greater Depth | 04 March 2021 | 13.30-16.30 | SCH 21/002 |
| Understanding the New EYFS Framework for Maths: What’s all this about ‘subitising’? | 08 March 2021 | 14.00-17.00 | SCH 21/004 |
| Looking Forward to Leadership | 10 March 2021 | 09.15-12.00 | SCH 20/629 |
| TEP Talks: Changing Teachers' Habits with Evidence-informed CPD - Tom Sherrington | 23 March 2021 | 15.45-17.15 | SCH 21/455 |
| EYFS Update Network Meeting | 24 March 2021 | 16.00-17.30 | SCH 21/239 |

Further details and booking instructions can be found by entering the event code in the search box [here](https://cpdschools.theeducationpeople.org/courses/bookings/default.asp).

To book bespoke training or support for your school or group of schools please contact Jayne at schoolimprovementsla@theeducationpeople.org

This is from the October census so may not be the same as your actual numbers, it includes KS1, KS2 and Reception – NOT nursery children

EXAMPLE - Coronavirus (COVID-19) catch-up premium spend report

**Kent Town Primary School**

This is the number eligible x £80

The rows show data for the same children not the same year group

**Summary Information**

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| **Number of eligible pupils** | **205** | **Amount of catch-up premium** | **£16,400** |
| **School catch-up priorities**The last set of reliable data before 23 March |
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| Reading |
| Term 3 2019/20 Data | **Term 1 2020/21 Data** | **July 2021 Target** |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS |
| Yr | EXS+ | GDS | **R** | 45 | - | **R** | 72 | - |
| R | 68 | - | **1** | 65 | ? | **1** | 73 | 24 |
| 1 | 75 | 24 | **2** | 71 | 9 | **2** | 75 | 24 |
| 2 | 59 | 12 | **3** | 62 | 6 | **3** | 68 | 12 |
| 3 | 75 | 3 | **4** | 69 | 0 | **4** | 75 | 12 |
| 4 | 78 | 27 | **5** | 76 | 12 | **5** | 78 | 27 |
| 5 | 92 | 29 | **6** | 78 | 29 | **6** | 92 | 29 |

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| Writing |
| Term 3 2019/20 Data | **Term 1 2020/21 Data** | **July 2021 Target** |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS |
| Yr | EXS+ | GDS | **R** | 48 | - | **R** | 72 | - |
| R | 68 | - | **1** | 55 | ? | **1** | 73 | 24 |
| 1 | 75 | 24 | **2** | 49 | 9 | **2** | 75 | 24 |
| 2 | 59 | 12 | **3** | 49 | 6 | **3** | 68 | 12 |
| 3 | 75 | 3 | **4** | 52 | 0 | **4** | 75 | 12 |
| 4 | 78 | 27 | **5** | 59 | 12 | **5** | 78 | 27 |
| 5 | 92 | 29 | **6** | 60 | 29 | **6** | 92 | 29 |

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| Maths |
| Term 3 2019/20 Data | **Term 1 2020/21 Data** | **July 2021 Target** |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS |
| Yr | EXS+ | GDS | **R** | 45 | - | **R**The intention is that year groups will “recover” ie will be in the same position they were before the pandemic [this may not be realistic in some cases] | 72 | - |
| R | 68 | - | **1** | 65 | ? | **1** | 73 | 24 |
| 1 | 75 | 24 | **2** | 59 | 9 | **2** | 75 | 24 |
| 2 | 59 | 12 | **3** | 43 | 6 | **3** | 68 | 12 |
| 3 | 75 | 3 | **4** | 56 | 0 | **4** | 75 | 12 |
| 4 | 78 | 27 | **5** | 62 | 12 | **5** | 78 | 27 |
| 5 | 92 | 29 | **6** | 68 | 29 | **6** | 92 | 29 |

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| *A small number of priorities that can realistically be addressed:*… addressed through this grant – do not include priorities addressed using other income streams1. Writing attainment is lower than maths and reading.
2. Some pupils have larger gaps than their peers across the school.
3. Not all pupils have effective learning strategies and behaviours to support catch-up.
 |
| **Purpose of spend**This is lifted from the DFE guidance so yours is likely to be similar/the sameThe catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible. |
| **What children need** These have been picked from the EEF report as they will address the needs identified in the data and through discussion with staff and pupils[For all children] * Supporting great teaching.
* Focus on getting writing back on track.
* Supporting parents and carers.

[For some children]* Additional support and focus on reading and/or maths.
* Additional pastoral support.
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**Plan**

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| **How the grant will be spent** | **How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed** | **Cost** |
| **Supporting great teaching** These could be more sophisticated and include other evidence – behaviour, attendance, wellbeing etc. but the grant is given to ensure schools get back on track, teaching their normal curriculum as soon as possible. DFE expects schools to publish how the spend impacts on attainment.There is no expectation that all five sub-categories will be used.These have been taken from the “menu” in the appendix |
| Additional mentoring and support for early career teachers. (£2,000) | Progress will be tracked against all targets set for each class group taught by an early career teacher. | £3,800 |
| Professional development to support planning of and teaching of writing. (£1,800) | Progress will be tracked against targets set in writing for each year group as outlined above |  |
| **Focus on getting writing back on track** |
| Use of subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. (£200) | Progress will be tracked against targets set in writing for each year group as outlined above. | £7,200 |
| Delivery of a programme to address issues in writing through small group tutoring in upper KS2 for those identified as falling behind and not making accelerated progress yet at EXS and GDS. This will include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. (£7,000) | Progress will be tracked against targets set in writing for each year group as outlined above. |  |
| **Additional support and focus on reading and/or maths** |
| Tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback (individual or small group – dependent on need). | Progress will be tracked against all targets set for each year group as outlined above. | £2,700 |
| **Supporting parents and carers** |
| Providing additional books and educational resources to families, with support and guidance - offering advice about effective strategies for reading with children. (£900) | Progress will be tracked against reading targets set for each year group as outlined above. | £1,900 |
| Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%. (£1000) | Progress will be tracked against all targets set for each year group as outlined above. |  |
| **Additional pastoral support** |
| Interventions focusing on other aspects of learning, such as behaviour or pupils’ social and emotional needs, supporting them in the self-regulation of their behaviour. | Progress will be tracked against all targets set for each year group as outlined above |  £800 |

**Appendix**

These suggestions have been taken from EEF guidance. They are not exhaustive and there is no requirement to use any. Schools are able to spend the grant on any resource or activity they believe will meet the purpose of the grant. We just wanted to provide a list of ideas. **There is no expectation that schools will open for longer for some pupils each day or that schools will operate holiday schemes; the suggestions below are there for the sake of completeness because they were reviewed by the EEF.**

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| **Priority** | **How the grant will be spent** | **How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed** |
| **Teaching and whole-school strategies** |
| Supporting great teaching  | Provide support for teachers to prepare for the school year. Provide professional development, to support curriculum planning or focused training on the effective use of technology.Provide support to adjust to changes to improve the quality of teaching.Provide additional mentoring and support for early career teachers. | Progress will be tracked against all targets set for each year group as outlined above. |
| Pupil assessment and feedback  | Pay for staff time to enable teachers to assess pupils’ wellbeing and learning needs.Pay for subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Pay for standardised assessments in literacy or numeracy to identify pupils who would benefit from additional catch-up support. Provide teachers with support to give high-quality feedback, building on accurate assessment. | Progress will be tracked against all targets set for each year group as outlined above. |
| Transition support  | Support pupils starting a new school; sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school.Pay for the running of dedicated transition events - either online or face-to-face. Provide assessment materials to identify areas where pupils are likely to require additional support.Provide opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between schools where possible. | Progress will be tracked against all targets set for each year group as outlined above. |

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| **Targeted Support** |
| One to one and small group tuition  | Pay for tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group. Provide training for tutors, teaching assistants, or volunteers linked to specific content and approaches. | Progress will be tracked against all targets set for each year group as outlined above. |
| Intervention programmes  | Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. Provide interventions focusing on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.  | Progress will be tracked against all targets set for each year group as outlined above. |
| Extended school time  | Staff an increase in the length of the school day to provide additional academic or pastoral support to particular pupils after school, improving learning and other outcomes, such as attendance and behaviour. | Progress will be tracked against all targets set for each year group as outlined above. |
| Support for pupils with SEND | Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. Provide resources to create a positive and supportive environment promoting high standards and positive relationships. Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour. Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.  | Progress will be tracked against all targets set for each year group as outlined above. |
| **Wider Strategies** |
| Supporting parents and carers  | Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school. Personalise messages as much as possible, being aware of parents’ varying literacy levels and the need for any translation. Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.  | Progress will be tracked against all targets set for each year group as outlined above. |
| Access to technology  | Provide access to technology, facilitating access to online tuition or support either by providing pupils with devices or improving the facilities available in school. Provide support and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback. | Progress will be tracked against all targets set for each year group as outlined above. |
| Summer support  | Provide high quality academic support such as small group tuition delivered by teachers or trained tutors. Provide support focusing on a wide range of outcomes, such as confidence and wellbeing, and a wide range of activities such as sports, music and drama that children may have missed. | Progress will be tracked against all targets set for each year group as outlined above. |