

## Catch up funding 2020-22

### What catch-up funding is for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time

School allocations will be calculated on a per pupil basis.

Mainstream schools will get £80 for each pupil in from reception to year 11 inclusive.

### Using catch-up funding

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

### Curriculum Expectations from the DfE

#### 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.

Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision. The school continues to build its capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

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. Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. 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. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than Autumn 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, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.

### **Accountability**

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

### **Actions taken by Guildhall Feoffment Community Primary school to identify children at risk of falling behind**

In September 2020 all children undertook standardised assessments in reading, maths and phonics and a written task based on the outcomes expected for the previous year. This base line was then assessed at question level to identify areas of weakness within subjects as well as children vulnerable to missing age related expectations at the end of the year.

In addition, it was quickly identified that children's resilience and emotional health was affected significantly from the period beginning March 2020.

Teachers were asked to also identify children who would benefit from additional nurture and resilience programmes. Children with high need were then selected for further assessments through a QCA social and emotional assessment to identify a baseline of need.

See data sheet for whole school base line September 2020

Following the additional lock down in January 2021 teachers continued to provide full time education, owing to over 40% of children still accessing school. In addition to this they also provided a full curriculum to children studying at home. Teachers were released one day per week to focus in on home learning, to create videos and resources focused on enhancing home learning as well as having time to mark and feedback in detail to individuals.

Upon return to full time face to face learning the children were again baselined to measure the impact of the lock down and to identify gaps in learning leading to effective onward planning.

A new curriculum was written by senior leaders pulling out key skills and knowledge from the past two academic years to ensure that there was a focus on the key learning that would underpin next steps. The maths and English lead were also released to analyse the data from the assessments and to write priorities for maths and English. This was then all shared with staff and training provided ready for the summer term.

### **Barriers identified**

**While it is not possible to analyse all the factors relating to lost learning and the emotional impact of Covid 19 on the school community we have identified the following areas which appear to have had the most significant impact on the highest number of children.**

- Children's emotional health has suffered from Covid and Lock down. Children are less resilient, they find conflict and challenge very difficult leading to relational conflict, disengagement from work and emotional outbursts
- Children's stamina for learning has been significantly impacted. Children find listening for meaning and listening to others challenging. Children find it difficult to focus for appropriate amounts of time and disengage from learning. They want to do activities that are non-threatening and do not require higher level thinking like art and colouring in.
- Children presentation and ability to use standard levels of presentation and grammatical features is significantly reduced. Children's presentation is poor and not up to last year's expectation. They are not using basic punctuation consistently and have forgotten some of the grammatical rules when writing. They are not using simple presentation rules when writing numbers leading to errors.

- Children have poor recall of mathematical topics taught during lock down and have lost fluency and accuracy in areas taught before lock down. Data from standardised tests show a drop of approximately 40% of the children now working at expected. Children are showing a poor retention of knowledge from the topics delivered over the spring and summer term when full time face to face teaching was not in place.
- Children have not retained foundation subject knowledge from topics taught during lock down or those taught in the Autumn term. Many children (70%) did not engage with foundation subjects set during the lock down and so have poor understanding of these topics. This will lead to gaps in total knowledge where these areas are not timetabled to be taught and a gap in prior learning where these areas are re taught later in the curriculum.
- Children have limited life experience in early years and KS1 where the majority of their lived experience is during the Covid Pandemic. This is leading to further identified barriers in terms of having effective vocabulary or the experience to draw upon in their creative work and narrative writing.
- Topics learned by older children during the time before covid has been less well retained as it has not been regularly revisited and therefore additional opportunities have been needed to build on this knowledge and develop more secure connections to enable to knowledge to become established in long term memory.
- Children in the earlier years have limited social skills having not spent time at pre schools and toddler groups. This is manifesting in the fact that children in year one and two still need to explore skills that would normally be well developed in the nursery or early years. This is most noticeable in sharing – collaborative skills and resilience. The school are establishing the importance of learning skills through the ‘Learning Zoo’. Pupil perception meetings demonstrate that this is well embedded across the school and across subjects.

**Actions taken by the school and allocation of funds thus far.**

<b>Allocated funding</b>	<b>£28,337.00</b> allocated by 4 payments over the academic year.
<b>Action</b>	<b>Cost</b>
<b>One to one tuition in maths for year 5 &amp; 6 children provided by Third Space learning as part of the NTP programme</b>	<b>£5,500.00</b>
<b>CISS annual cost and additional spend to assess needs of more complex cases and advise staff as to appropriate interventions and actions to meet the needs of children.</b>	<b>£2650.00</b>
<b>Nurture provision payment for staffing during lunch time to assess and meet needs of children owing to Covid and lock down impact on SEBD</b>	<b>£3,382.00</b>

<b>Cost of releasing teachers one day a week from classroom to provide enhanced support for home learners. Half a day would be covered under normal PPA release each week.</b>	<b>£5068.00</b>
<b>QTS teacher to work through the summer term delivering bespoke learning to year 5 individual and small groups to ensure this targeted year group is working closer to the FFT projected percentages.</b>	<b>£3772.00</b>
<b>Release for leadership team to analyse data and write new curriculum and training material</b>	<b>£440.00</b>
<b>NTP tuition to year 3/4/5 children provide in groups of three. Each group received 15 one hour sessions. Deliver to two groups – 60 children.</b>	<b>£4275.00</b>
<b>NTP tuition for SEN children to support transition to next year group three weeks before and three weeks after summer break.</b>	<b>£918.75 each block = £1837.50</b>
<b>Assessment tests to measure impact of tuition and identify gaps</b>	<b>£3049</b>
	<b>Total £30,087.00</b>
<b>School Led tuition funding</b>	<b>Total to receive: £5,313 over three payments in two financial years.</b>
<b>Action</b>	
<b>Appoint graduate to lead tuition across year 5&amp; 6 over Spring and summer term at all ability levels.</b>	<b>£10,241.00</b>
<b>Total income received for catch up funding and school led tuition</b>	<b>£5313 &amp; £28,337.00 = 33650.00</b>
<b>Cost incurred by the school</b>	<b>£40,328.00</b>

### **Impact of Covid Catch up funding.**

Early assessments after the tuition did not clearly demonstrate the impact of the work from external tutors. Assessments made by the external tutors were not based on the National Curriculum and so not helpful for measuring impact and progress.

Data suggested that while children were still working towards or below their age expectations, there were more children now working within their age appropriate objectives. This gives children greater chance to achieve age related expectations by the end of their phase.

Discussions with pupils clearly demonstrated that they had benefited from the work in small groups and one to one. They mentioned that they felt more confident about making mistakes and attempting new learning. When saying what confidence was they said it was being happy to do something without worrying.

**Children reported that they enjoyed working in very small groups. That they enjoyed the chance to talk about their learning so that they were confident the next time they did something similar.**

**Children said that they did not enjoy having to do it at a set time each day which might mean that they then missed other lessons.**

**Children preferred face to face rather than remote tuition.**

**The school faced issues working with outside providers under the NTP funding as agencies did not have appropriately trained staff available and did not have staff for the number of days needed. Staff allocated then changed at the last minute. Staff allocated were not familiar with the primary age range and therefore there was a greater impact on teaching staff to direct the tuition. The online portal was not accessible and the tutors could not undertake baseline assessments.**

**It was decided that we would not use remote tuition in future, that we would not use the NTP funding in order that we were able to identify bespoke provision based on the needs and wishes of the children.**

**September 2021**

**Working with the staff and children we identified what our bespoke tuition needed to be and advertised and appointed a graduate to provide tuition over the Spring and summer 2022.**