

Beetham CE Primary School

Covid Catch-Up Funding Plan



Caring for Everyone, Learning Together,

Achievement for All

This plan is based on the Christian principles, values and beliefs that underpin everything we do at Beetham Church of England Primary School.

Approved by ¹	
Name:	John Lomax
Position:	Chair of Governors
Signed:	
Date:	March 2021
Proposed review date ² :	31/08/2021

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.

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, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools 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 they wish.

Mainstream schools will receive £80 per pupil from reception to Year 6. 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. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their 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](#).

Beetham CE Primary School Catch-up Plan : Autumn Term 2020

School name:	Beetham CE Primary School						
Academic year:	2020-2021						
Total number of pupils on roll:	52 pupils						
Total catch-up budget:	£4160	First installment:	£1040	Second installment:	£1387	Third installment:	£1733
Date of review:	July 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Writing a personalised return to school/well-being questionnaire and completing this with all pupils. Collating results and identifying children who need support	Individual children's needs are addressed through a variety of approaches appropriate to the need.	All children are happy and settled at school	LH own time/staff meeting time	Louise Horsman	The questionnaire was completed in September and the results discussed by all staff and provided for governors. Any information which gave cause for concern was discussed further with children, and/or parents and recorded on CPOMS. This has also been taken into consideration when allocating school places in the 'vulnerable' category in the latest period of school closure.
All children will complete academic assessments during the Autumn Term 2020 to measure the impact of school closures and identify where additional support is needed.	Children's needs identified from summative assessments are addressed during the Autumn Term.	Any gaps in learning are addressed so that children catch up and are working within age expectations, unless SEND.	£ 250 (Paid for from school budget)	Kirsty Klijn	NFER tests provided evidence which enabled staff to identify children in need of additional support in specific areas. The majority of tests results were comparable with teacher assessments, showing that most children had made appropriate

					academic progress since March 2020.
Assessments usually carried out in early May have been deferred until end of June	This will give children the time to have settled in confidently to school routines and they will have had time to catch up on some of their missed learning.	Data from assessments will be more accurate and useful and will contribute towards any catch up programmes needed in the next academic year.	£147.00	All staff	Cost is for purchase of Yr 6 NFER due to no SATS tests.
Total spend:			£147.00		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To plan, organise and implement intervention programmes for identified children.	A 3- way relationship between one to one teacher, class teacher and pupils which ensures that additional support is well matched and effective.	All identified pupils receive well planned, targeted and effective support which impacts positively on their area of need.	Staff PPA time/own time Tutor time: 24 weeks x £120.00 £2880	Wendy Nicholas	Class teachers have organised individualised work programmes for identified children. 2 additional members of qualified staff have been employed throughout the Autumn/Summer Term to deliver the programmes through one- to- one/small group support.

Class teachers plan in order to ensure that programmes for identified individual children are focused on Literacy/Numeracy.	Programmes focus specifically on areas of difficulty and activities are shared with parents in order that they can support at home where possible.	Children make increased progress towards aged related expectations in English/Maths	Staff PPA/own time	All Class Teachers	Please see attached the plans for the Catch Up Support Programmes which clearly show a focus on Literacy/Numeracy skills.
Children who are showing signs of emotional difficulties related to Covid-19 have access to school counselor	Children see counselor for short period of time and are provided with strategies to help with any particular anxieties.	Following a short programme of meetings with the counselor children are able to integrate happily into school life	Mrs D Anderson 30 weeks at £40= £1200.00		
Total spend:			£4080.00		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To provide staff training for Google Classroom so that support activities can be provided for identified children using this web based learning platform.	Identified children can access support materials at home.	Progress in identified areas in English/Maths is increased due to engagement at home and support of parents.	£75 x 3 £225	Kirsty Klijn	Staff training took place 8 th December. All staff are now using GC (or Tapestry) to provide remote learning. During the Spring Term class teachers will need supply time to post support activities for individuals using GC/Tapestry.
Total spend:			£225		
Autumn & Summer Term Spend			£4305.00		

Summary report

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £

